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ABSTRACT

This volume presents annotations of resources on performance-based teacher education. The materials, produced after 1967, include films, slide/tapes, modules, programmed texts, and multimedia kits for training pre- and in-service educational personnel. The materials are indexed according to both competency categories and key words, descriptions, academic subject areas, and names of the series. Each annotation lists the name of the resource, author or developer, distributor code, level of school program in which educational personnel would work, audience, and cost. The objectives of the annotation focus on either the purpose of the material or audience behavior. The description of the resource includes an outline, an identification of the materials, delineation of special requirements, and an estimated time for completion. The evaluation describes the assessment procedures for learners and any completed studies of the effectiveness of the resource. Names, addresses, and codes for the distributors are also listed. (BRB)

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Foreword

The Division of Teacher Education and Certification of the New York State Education Department is pleased to make available to interested readers this resource catalogue of competency-based teacher education developed by W. Robert Houston and colleagues. The publication was developed pursuant to a contract with Designer's Group, Houston, Texas through funds available to the New York State Education Department under Part B-2 of the Education Professions Development Act.

The printing and dissemination cost of this publication were borne by the Multi-State Consortium on Performance-Based Teacher Education. It is the belief of the New York State Education Department and the Multi-State Consortium on Performance-Based Teacher Education that this guide will be of significant value to all those engaged in developing and refining competency-based teacher education programs.

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Introduction

Performance-Based Education

Performance-Based or Competency-Based Education[1] has developed during the past few years as a viable movement to improve the preparation of educational personnel. In PBE, the competencies to be acquired are made explicit, known to learner and instructor alike, and defined in terms of a professional role. Students are held accountable for demonstrating these competencies rather than completing a time-based course of study. Program designers are accountable for specifying, testing, and revising objectives; developing alternative learning experiences which facilitate student achievement of those objectives; and evaluating student accomplishment and the program.[2]

Instructional objectives are often classified according to the criteria applied in assessing competence. **Cognitive** objectives specify knowledge and intellectual abilities and skills which are to be demonstrated by the learner. **Performance** objectives require the learner to demonstrate professional role behaviors. With **Consequence** objectives, the individual is expected to bring about change in others. To assess a prospective teacher's ability to teach, the achievements of pupils he instructs are examined. Conventional preparation programs emphasize **Cognitive** objectives, PBE programs shift the focus to **Performance** and **Consequence** objectives. What the educator can do or accomplish seems more important than what he simply knows about his role. **Affective** objectives permeate all aspects of a program, dealing with attitudes, values, and beliefs. Such objectives resist the precise definition sought by PBE. Nevertheless, their important and interrelationships with other aspects of competency make them vital to the success of any program. Rather than specifying learner outcomes as is done with the first four types, **Exploratory** objectives identify activities which holds promise for important learning. While PBE does not depend on **Exploratory** objectives, experiences specified in them may lead to identification of other objectives or provide exploration in areas where precise learner outcomes have not yet been explicated.

In PBE, program objectives are specified prior to designing instructional strategies or selecting resources. Instruction then is designed and focused on specific objectives, and its effectiveness can be assessed by measuring the extent to which learners achieve objectives. Selecting or designing specific instructional resources which facilitate learning of such objectives is crucial in PBE, and a source of continued concern for program designers.

During the past few years a multiplicity of excellent instructional resources have been developed. Many meet evolving needs in education — to facilitate teacher competence in using instructional strategies such as set induction, pacing, closure, and questioning techniques; to demonstrate important aspects of cultural pluralism; or to improve skills of administrators in employing systemic management procedures. When carefully selected and tailored to appropriate populations and objectives, these new instructional materials can greatly enhance a professional preparation program.

The Annotation Process

While a rapidly increasing number of instructional materials have been developed during the past few years, program designers have not had access to a comprehensive annotated listing of these resources. The purpose of this project was to survey potential materials throughout the country, review and annotate them, and index them for ready access.

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[1] Both "Performance-based" and "Competency-based" as descriptors for this movement are extensively and interchangeably used in the profession, and are so employed herein.

[2] PBE is described, defined, and analyzed in several publications, including the American Association of Colleges for Teacher Education series on performance-based teacher education, notably paper #1: Stanley Elam, **Performance-Based Teacher Education: What is the State of the Art?** (Washington, D.C.: AACTE, 1971); and W. Robert Houston and Robert B. Howsam (ed.) **Competency-Based Teacher Education: Progress, Problems, and Prospects** (Palo Alto, Calif.: Science Research Associates, 1972).

Resources annotated include films, slide/tapes, modules, programmed texts, and multimedia kits for training prospective or inservice educational personnel. The following were not included: textbooks (since they are generally accessible and because of the extensive collection); materials produced prior to 1967; resources for children; materials whose primary purpose is to teach content (e.g., English, mathematics, etc.) unless they are in modular format; descriptions of programs; or lists of objectives or competencies.

A number of instructional modules have been annotated. Almost all of these are still being developed, and many are undergoing major revisions. The quality and creativeness of modules vary widely. Those who propose using modules designed elsewhere may be advised that most program designers find it more effective to *adapt* them than simply to *adopt* them for their current program. After having identified the philosophy and assumptions underlying a program, stipulating assumptions, and specifying specific objectives, program designers will find most modules require modification to be appropriate. Because a module has been included herein does not imply a degree of comprehensiveness, development, polish, or completeness. It may, however, stimulate local variations and provide ideas for activities, materials, and assessment modes.

To insure adequate coverage of potential resources, the authors contacted PBE program developers throughout the country, commercial publishers, R&D Centers, Educational Laboratories, professional organizations, Teacher Corps projects, Special Education Instructional Materials Centers, Protocol and Training Materials projects, University Audio-Visual Centers, and others known to be concerned with the development of resources.

Despite endeavors to be comprehensive and complete, some very useful and promising resources may have been missed. Some materials were not available but descriptions were; in several cases annotations were written from these. The authors invite developers to submit modules, materials, and other resources to be included in supplements to this guide.

Using This Resource Guide

Competency Classification. Materials are indexed in two ways. This first keys resources to the **Florida Catalog of Teacher Competencies.**[3] This system classified objectives and materials within competency categories for educational personnel, particularly teachers. It is composed of 7 general categories with from 5 to 8 subcategories for each. A complete list is included immediately prior to the index.

Some resources are specifically related to one or two subcategories. Others, which could be classified in all subcategories in a section, were indexed in the general heading (10, 20, ..., 70). When searching for resources, readers should check both the appropriate subcategory and the general category. For example, materials on higher-order questions are indexed in subcategory 37, "Questioning and Responding" as well as category 30, "Conducting and Implementing Instruction."

General Index. In the second index, resources are classified by *key words*, *descriptions*, *academic subject areas*, and *name* of the series. The name of the material is included under each appropriate heading. In both indexes a capital letter preceding the title identifies the *type of media* employed. For example, two items are listed in the General Index under "Accountability."

S Accountability
M Teacher Professionalism and Accountability

The first is a slide/tape presentation while the second is an instructional module. Media and their codes are:

A Audiotapes
B Books, guides, or printed matter
F Films
G Games and Simulations

[3]Norman R. Dodl, Catalog of Teacher Competencies (Tallahassee: Florida Department of Education, 1972).

K Kits, multimedia packages, or minicources
M Modules
P Programmed Texts
S Slide/tapes or filmstrips, almost all with audio support
V Videotapes

Annotations. Each instructional resource has been annotated and listed alphabetically in this guide. Identifiers for each include:

- Name of Resource
- Author or developer
- Distributor code (see back for full name and address)
- Cost of purchase or rental
- Audience (teachers, administrators, counselors, supervisors, subprofessionals, *(teacher aides, clerks, etc.)* librarians, learning resource center directors, etc.)
- Level of school program in which educational personnel would work (early childhood, elementary, middle or junior high, high school, or all levels)

The *Objectives* for the resource are listed if they were specified by the developer. Some focus on the purposes of the materials while others are concerned with audience behavior. Under *Description*, activities specified in the resource are outlined, materials identified, special requirements delineated, and average completion time estimated. *Evaluation* describes the assessment procedures for learners and any completed studies of the effectiveness of the resource. If a resource is part of a series, this too is noted. The series name and all materials included are listed in the General Index. Thus, if a reader wanted annotations on the resources in the same series, he would look up the series name in the General Index.

Addresses of Distributors. In each annotation, a coded name identifies the distributor. In the back of this Guide, the full names and addresses for distributors are listed.

Acknowledgments

This project has been supported by a grant from the Division of Teacher Education and Certification of the New York State Education Department, Vincent C. Gassetta, Director. Direct project supervision was the responsibility of Mike Van Ryn, Chief of the Bureau of Inservice Education. The project was conceived by them as a useful data source for those programs currently experimenting with competency-based education. In its initial stages and as the project progressed, their suggestions and ideas contributed substantially to the usefulness of this guide.

The Multi-State Consortium on Performance-Based Teacher Education is dedicated to improved preparation programs and certification standards. The Consortium publishes the **PBTE Newsletter,** papers, monographs; sponsors working conferences on timely topics; and is printing and disseminating this document. To Theodore E. Andrews, Consortium Director, the authors are particularly grateful for facilitating data collection, and for his encouragement and support throughout the project.

Many persons in addition to the identified authors have contributed to the collection and annotation of resources. Robert Kolvoord, President of Designers Group, Inc. designed the format for the guide and provided overall leadership. Karen Nelson and Michael Jaynes facilitated office management and project organization. Karl Massanari, American Association of Colleges for Teacher Education, generously shared a listing of colleges currently developing PBE programs. Some annotations were written by Richard Bain, James Becker, Carl Grant, Susan Loucks, Shirley Purrinton, Sarah White, and Joellen Williams. John, Ann, and Alan Houston and David Matthis spent the major part of the Christmas vacation checking and alphabetizing indexes. Sharon Stone proofed manuscript copy. Lastly, thanks are deeply expressed to the hundreds of persons who contributed modules and materials for annotation.

Competency Classifications

KEY

10 ASSESSING AND EVALUATING STUDENT BEHAVIOR

- 11 — Selecting assessment instruments
- 12 — Designing and developing assessment instruments
- 13 — Collecting and quantifying data
- 14 — Diagnosing student difficulties or abilities
- 15 — Summarizing and interpreting data
- 16 — Involving students in self-evaluation
- 17 — Diagnosing student affective characteristics

20 PLANNING INSTRUCTION

- 21 — Selecting and specifying goals, aims, and objectives
- 22 — Selecting instructional strategies
- 23 — Organizing students
- 24 — Selecting or developing materials and activities
- 25 — Collaborating with others in planning
- 26 — Developing procedures and routines
- 27 — Evaluating instruction and instructional design

30 CONDUCTING AND IMPLEMENTING INSTRUCTION

- 31 — Structuring; establishing rapport and providing atmosphere
- 32 — Motivating and reinforcing students; providing for feedback
- 33 — Conducting discussion and small group activities
- 34 — Individualizing instruction and conducting individual activities
- 35 — Presenting information and giving directions
- 36 — Utilizing deductive, inductive thinking or problem solving
- 37 — Questioning and responding
- 38 — Utilizing audio-visual equipment and aids (resources)

40 PERFORMING ADMINISTRATIVE DUTIES

- 41 — Supervising aides, tutors, etc.
- 42 — Arranging physical environment
- 43 — Establishing and maintaining procedures and routines
- 44 — Maintaining records
- 45 — Organizing materials

50 COMMUNICATING AND INTERACTING

- 51 — Conferring with parents
- 52 — Counselling students
- 53 — Representing school and school programs
- 54 — Involving others in the school program
- 55 — Establishing and maintaining professional relationships

60 DEVELOPING PERSONAL SKILLS

- 61 — Accepting self
- 62 — Evaluating self
- 63 — Planning for self-improvement and improving self
- 64 — Accepting responsibility
- 65 — Developing subject-related skills
- 66 — Accepting others
- 67 — Solving problems

70 DEVELOPING PUPIL SELF

- 71 — Developing pupil self-concept
- 72 — Developing pupil social interaction skills
- 73 — Developing pupil learning to learn skills
- 74 — Developing pupil acceptance or responsibility
- 75 — Developing pupil attitudes and values

COMPETENCY CLASSIFICATION INDEX

• 10 ASSESSING AND EVALUATING STUDENT BEHAVIOR

- S Alternative Measurement Tactics for Educational Evaluation
- M Basic Learning Tasks
- M Business Teacher Education Learning Tasks
- K Comprehensive Planning Instructional System
- F,B Conceptualizing the Process of Instruction
- B Consultation for Personalization in Public Schools: A Manual for Practioners
- K Cooperative Urban Teacher Education (CUTE)
- S Current Conceptions of Educational Evaluation
- S Deciding on Defensible Goals via Educational Needs Assessment
- K Designing Effective Instruction
- M Educational Teaching and Measurement
- M English Education Learning Tasks
- S Establishing Performance Standards
- M Evaluation and Assessment for Social Studies
- M Growth and Development Through Adolescence
- K I.G.E. Agency Kit and School Kit
- K I.G.E. Film Strip Kit
- M I-STEP Syllabus, Individualized Secondary Teacher Education Program
- V,B Language Acquisition
- B,S Learners and Their Characteristics: Implications for Instructional Decision Making
- M Learning Activity Guide
- M Methods of Research in Child Study and Observing and Recording Behavior
- M Music Education Learning Tasks
- M Norm Reference Tests: Their Uses
- F One At A Time Together
- M Overview of Evaluation
- M Purposes and Methods of Classroom Evaluation
- F Report Card
- K RUPS: Research Utilizing Problem Solving
- M Science Education Learning Tasks
- M Social Studies Education Learning Tasks
- M Speech Teacher Education Learning Tasks
- F Tasks of Teaching
- K Teacher-Competency Development System
- K Teaching Reading Comprehension
- M Teaching Reading (Elementary Level)
- M Teaching Reading Modules
- F Techniques of Non-Verbal Psychological Testing
- K Testing Interpretation Kit — An Introduction to Language of Testing
- F,B Visual Perception and Failure to Learn

• 11 SELECTING ASSESSMENT INSTRUMENTS

- M Assessing Student Behavior
- M Developing An Instructional Package
- M Developing Criterion Referenced Tests
- F Diagnosis, Formal and Informal
- M Diagnosing Reading Strengths — An Instructional Module
- M Elementary School Reading: Reading Readiness
- M Evaluating Reading Performance
- M Evaluation of Team Teaching and Children's Continuous Progress
- F I'm Not Too Famous At It
- S Interpreting a Published Achievement Test
- F Introduction to the Stanford-Binet Test of Intelligence
- F I.Q. — Questionable Criterion
- S Measurement of Learning
- S Modern Measurement Methods
- A New Techniques for Assessing Cognitive Development
- M Norm Referenced Tests: Selection, Administration and Interpretation
- M Phonic Word Attack Skills
- F Piagets' Development Theory: Classification
- M Pupil Evaluation
- F Standardized Test — An Educational Tool
- M Understanding Intelligence and Interpreting I.Q.
- A Use of Standardized Tests by Teachers
- M Using Informal Diagnostic Tests in Reading Skills

• 12 DESIGNING AND DEVELOPING ASSESSMENT INSTRUMENTS

- B Analysis of In-Service Problems: Formulating Useful Instructional Objectives
- M Assessing Student Behavior
- M Construct Evaluation Items Appropriate to a Variety of Behaviorally Stated Objectives
- M Criterion Testing
- K Designing Criterion Measures
- M Developing An Instructional Package
- M Developing Instructional Modules
- F Diagnosis — Formal and Informal
- M Elementary School Reading: Reading Rediness
- M Evaluating Reading Performance
- S Evaluation
- M Evaluation of Team Teaching and Children's Continuous Progress
- A,P Foreign Language Teacher Interacts
- M Introduction to a Diagnosis-Prescription System for Staff Development
- M Item Writing: Alternative Choice, Matching, Completion, Short Answers
- M Item Writing: Essay, Oral, Process and Product
- M Item Writing: Multiple Choice
- S Making Your Own Tests
- S Measurement of Learning
- S Modern Measurement Methods
- F Piaget's Development Theory: Classification
- M Pupil Evaluation
- M Reading Readiness
- M Record Keeping: Social, Affective, Physical Domain
- M Scoring and Grading
- B Structured Tutoring I: The Structured Tutoring Model
- F They All Learn To Read
- M Understanding Intelligence and Interpreting I.Q.
- M Whole Test Construction
- M Writing Classroom Tests
- S Writing Tests Which Measure Objectives

• 13 COLLECTING AND QUANTIFYING INSTRUMENTS

- M Age Differences
- M Awareness of Child Characteristics
- M Child Study Package for Experience Teachers and Students of Teaching
- M Classroom Awareness
- M Diagnosing Arithmetic Skills
- M Diagnosing Reading Strengths — An Instructional Module
- M Evaluating Reading Performance
- F I.Q. — Questionable Criterion
- F Knowing To Learn
- F Light of Your Life
- S Making Your Own Tests
- M Nature and Instructional Implications of Reading
- M Norm Referenced Tests: Selection, Administration and Interpretation
- F Piaget's Developmental Theory: Classification
- M Producing a Descriptive Narrative of a Child's Behavior

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

M Pupil Evaluation
M Reading Readiness
M Record Keeping: Social, Affective, Physical Domain
M Study of the American Negro, Phase I
M Study of the Mexican-American People
K Verbal-Behavior Classification System

• 14 DIAGNOSING STUDENT DIFFICULTIES OR ABILITIES

M Addition — Meaning and Process
S Art and the Growing Child
F Aggressive Child
M Asocial Behaviors Relating to Inadequate Adult Models
M Assessing and Developing Readiness for Reading
F Audiological Procedures with Pre-School Deaf Children
F Becky
A,B Black Dialect
F Bright Boy, Bad Scholar
F Care of the Young Retarded Child
V Chicano Awareness
M Child Study Package for Experience Teachers and Students of Teaching
F,B Classroom Analysis Concepts
M Culturally Disadvantaged Youth
M Developing An Instructional Package
M Developing Instructional Modules
M Developing of Children's Art
V Developmental Role of the School Psychological Consultant
M Diagnosing Arithmetic Skills
M Diagnosing in Mathematics
M Diagnosing Reading Ability
M Diagnosing Reading Strengths — An Instructional Module
M Diagnosing Student Difficulties
M Diagnosis in Reading
M Diagnosis in Teaching Mathematics
M Diagnosis/Prescription Learning Package
F Diversity
M Division — Meaning and Process
V Educating the Disadvantaged
M Elementary Reading Instruction — Teaching Implications
F Embryology of Human Behavior
F Eternal Children
M Evaluating Reading Performance
S Evaluation
M Evaluation of Team Teaching and Children's Continuous Progress
F Expanded Charlie McCarthy Film
F Formal Thought
V Gifted Child
F Give Me Instead A Catastrophe
M Grouping Children for Instruction in Team Teaching
M Growth and Development
M Growth and Development Through Adolescense
M Handwriting
F Hearing Impaired
M History and Culture of Mexican-Americans: Historical Perspective
F If These Were Your Children
F Image In A Mirror
F I'm Not Too Famous At It
K Individualizing Instruction in Mathematics
K Individually Guided Education (I.G.E.)
K Inner-City Simulation Laboratory
F I.Q. — Questionable Criterion
M Introduction to Reading Readiness
F It Feels Like You're Left Out of the World
F Johnny Can Learn to Read
M Language Arts: Improvement of Instruction in Handwriting
F Language Problems in the Schools
M Linguistics Component; Set A: Non-Standard Varieties
M Linguistic Component; Set A: The Nature of Language
S,B Listening: From Sound to Measuring
F Madison School Plan
F Marked For Failure
M Mexican-American: Basic Facts, States and Figures
S Modern Measurement Methods
M Modules in Reading and Language Arts
M Multiplication — Meaning and Process
M Nature and Instructional Implications of Reading
F Nature of Language
M Observing and Recording Behaviors Associated With Attention Defects
F Old Enough But Not Ready
F One At A Time Together
S Parent Alert to Hearing Problems in Children
S Patchwork
S Perceptual Skills
M Phonic Word Attack Skills
F Physical Performance Test
F Physiological Aspects of Speech: Speakers With Cerebral Palsy
F Physiological Aspects of Speech: Speakers With Cleft Palate
V Piagetan Theory
F Piaget's Developmental Theory: Classification
V Poverty, Language and Learning
M Pre-Assessment
F Principles of Parent-Child Programs for Pre-School Hearing Impaired
F Prior and Present Experience
M Promoting Appropriate Language Patterns
M Rationale Numbers
M Reading: Diagnosis and Correction
F Reading is For Us Too
F,S,V Reading Skills and Their Development
M Recognizing How Children Develop
F Regional Variations
M School Health Problems
M Social and Emotional Disorders Relating to Defects in Ability to Process Cues
M Social Conflicts in Modern Society
F Social Variations
F Some Glimpses of Anthony: One Child — Many Challenges
V Speech-Hearing Therapy
M Spelling
M Strategies in Effective Curriculum Planning For Highly Mobile Troubled Youth of Inner-City Schools
B Structural Tutoring I: The Structured Tutoring Model
M Subtraction — Meaning and Process
M Teaching English As A Second Language: Applied Linguistics
M Teaching Handwriting
S Teaching of Reading
K Teaching Problem Laboratory
F Teaching the Way They Learn
F They All Learn to Read
F Things A Teacher Sees
V Two English Languages
F Understanding The Gifted
M Using Informal Diagnostic Tests of Reading Skills
F,B Visualization — A Key to Learning
F Welcome to the Third Grade
M What Determines A Child's Reading Comprehension
M What is Reading Comprehension?
F Why Billy Couldn't Learn

• 15 SUMMARIZING AND INTERPRETING DATA

M Age Differences

M Awareness of Child Characteristics
M Child Study Package for Experience Teachers and Students of Teaching
M Classroom Awareness
M Conceptualizing the Dynamics of a Community
M Descriptive Statistics
S Determining Student Grades
M Diagnosing Arithmetic Skills
M Diagnosing in Mathematics
M Diagnosing Reading Ability
M Diagnosing Reading Strengths — An Instructional Module
M Elementary School Reading: Reading Readiness
M Evaluating Reading Performance
M Evaluation of Team Teaching and Children's Continuous Progress
M Evaluation: Statistical Indicators
M Frequency Distribution and Normal Curve
M Growth and Development
M Growth and Development Through Adolescence
K Inner-City Simulation Laboratory
M Interpreting Data
F Introduction to the Stanford-Binet Tests of Intelligence
F I.Q. — Questionable Criterion
M Item Analysis
F Language Problems in the School
S Making Your Own Tests
M Measures of Central Tendency
M Measures of Dispersion
M Nature and Instructional Implications of Reading
M Norm Referenced Tests: Selection, Administration and Interpretation
M Phonic Analysis Skills
F Piaget's Developmental Theory: Classification
M Producing a Descriptive Narrative of a Child's Behavior
M Recognizing How Children Develop
F Regional Variations
M School Health Problems
F Social Variations
M Standard Scores
M Structural Analysis Skills
M Study of the American Negro, Phase I
M Study of the Mexican American People
F Teach More Faster
F Teach More Faster — Part II
K Teaching Problems Laboratory
M Understanding Intelligence and Interpreting I.Q.
M Using Informal Diagnostic Tests of Reading Skills
F What Do I Know About Benny

• 16 INVOLVING STUDENTS IN SELF-EVALUATION

V Developmental Role of the School Psychological Consultant
M Evaluation of Team Teaching and Children's Continuous Progress
F Expanded Charlie McCarthy Film
F Group Discussion Filmstrip Series
K Individually Guided Motivation
F Morning For Jimmy
M Pupil-Teacher Planning: A Conservative Approach
M Strategies in Effective Curriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools

• 17 DIAGNOSING STUDENT AFFECTIVE CHARACTERISTICS

B Analysis of In-Service Problems: Formulating Complete Affective Objectives
S Art: How Does A Child Grow
M Classroom Management and Discipline
M Developing of Children's Art
M Diagnosis/Prescription Learning Package
S Discipline in the Classroom
M Growth and Development
M Growth and Development Through Adolescence
F Identity Society
S Identifying Affective Domain
K Individually Guided Motivation
F,B Influencing Human Interaction (Interpersonal Process Recall)
F If These Were Your Children
K Inner-City Simulation Laboratory
F Johnny Can Learn to Read
F Marked For Failure
F No Reason to Stay
F Phyllis and Terry
M Pre-Assessment
F Sit Down and Shut Up
M Social Class, Values and School Behavior
F Some Glimpses of Anthony: One Child — Many Challenges
M Strategies in Effective Curriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools
M Teaching and Learning in Three Domains
K Teaching Problems Laboratory
M Understanding and Using the Myers Briggs Type Indicator
S,B Understanding Children's Art Expression
M Using Personal Knowledge of Students

• 20 PLANNING INSTRUCTION

M About the Instructional Model
K Adult Basic Education Teacher/Teacher Aide Training Package
S Appropriate Practice
F Arithmetic
M Basal Approach to Teaching Reading
M Basic Learning Tasks
K Basic Teaching Skills
F Bright Boy, Bad Scholar
K Building a Perceptual-Motor Experience
M Business Teacher Education Learning Tasks
K Communication: The Problems Approach
F,B Conceptualizing the Process of Instruction
K Cooperative Urban Teacher Education
F Creative Kindergarten
A Curriculum
V Curriculum Development
S Curriculum Rationale
S Deciding What to Teach
K Designing Effective Instruction
M Developing Learning Options for Varied Learning Styles
K Developmental Testing
M Early Childhood Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
G EDPLAN
M Elementary School Reading: Nature and Instructional Implications for Reading
M Elementary School Social Studies: Scope and Sequence
M Elementary School Social Studies — The Unit Approach
M Elementary School Social Studies — Value Education
M Elementary Science Methods
M Elementary Social Studies Instruction
M Elementary Teaching Instruction — Teaching Implications
F Emerging Educational Patterns Film Series
M English Education Learning Tasks
M English, Speech, Literature
F Excellence In Education: A New Look From the Orient
F From Cradle to Classroom (Parts One & Two)
M Getting Started
F How to Get Individualization Started

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

F How to Get Individualization Started — A Further Exploration
K I.G.E. Agency Kit and School Kit
K I.G.E. Film Strip Kit
F Increased Learning Objectives
K Inner-City Simulation Laboratory
F Instructional Development
K Instructional Development Institute Program
M Instructional Planning
F Island In America
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
K Language Experience Approach to Reading
S,B Learners and Their Characteristics: Implications for Instructional Decision Making
M Learning Activity Guide
F Learning In Kindergarten
M Learning Packages Made Simple
F Lectures Are A Drag
M Lesson Planning Kit
F Make A Mighty Reach
M Managing Elementary Social Studies Learning Activities
F Many Roads
M Mathematics and Mathematics Education: Unit Description
M Micro-Teaching for Education 301
M Modules in Social Studies
M Music Education Learning Tasks
M Music for Children
F One At A Time Together
F Open Classroom In America
M Organizing and Planning for Teaching Elementary Science
F,B Organizing Facts to Teach Meaningful Relationships
F Pathways Through Nursery School
F People Have Careers
S Perceived Purpose
F Performance Curriculum
M Phonic Word Attack Skills
S Planning and Organizing for Teaching
S Planning A Unit
M Planning the Elementary Social Studies Curriculum
F Preparation for Reading
F Programmed Tutoring
F Programming is a Process: An Introduction to Instructional Technology
M Providing for Individual Differences in the Secondary Social Studies Classroom
M Reading Comprehension
F Rx for Learning
S School Beginnings: The First Day
S School Beginnings: The First Weeks
M Science Education Learning Tasks
V Shaping Education for the Seventies
M Social Studies Education Learning Tasks
V Social Studies Teaching
F Some Principles of Non-Grading and Team Teaching
M Speech, Teacher Education Learning Tasks
A Strategies for Personalized Learning
M Structural Word Attack Skills
M Student Participation in the Teaching-Learning Process: Problem-Solving, Role-Playing, Simulation, and Case Studies
M Summary Activities
K Systems Approach to Lesson Planning
K Systems Innovation for Curriculum Development
F Tasks of Teaching
K Teacher-Competency Development System
P Teach More Faster
F Teach More Faster — Part I
F Teach More Faster — Part II
F Teacher's View
F Teaching About Physics and Society
M Teaching Arithmetic
S Teaching of Reading
K Teaching Problems Laboratory
M Teaching Reading (Elementary Level)
M Teaching Reading Modules
S,B Teaching the Disadvantaged
S Teaching Units and Lesson Plans
F To Lighten the Shadows
F To Live on Earth
K Toward an Understanding of Perceptual-Motor Programs
F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and II
F Unit Meeting
M Use of Community Resources
F Visual Perception Training in the Regular Classroom
F What Do You Think
K Word Recognition in the Primary Grades
M Writing and Using Lesson Plans in Social Studies Instruction

• 21 SELECTING AND SPECIFYING GOALS, AIMS, AND OBJECTIVES

F Achieving Relevance with Curriculum
M Addition — Meaning and Process
M Adjusting Objectives for Individual Learners
B Analysis of In-Service Problems: Formulating Complete Affective Objectives
B Analysis of In-Service Problems: Formulating Useful Instructional Objectives
S Analyzing Learning Outcomes
F Answers and Questions
F Approaches to Early Childhood Curriculum
K Art in Elementary School
M Assessing and Developing Readiness for Reading
M Background Information for Teaching Social Studies
M Basic Sources of Social Studies Resources
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
M Behavioral Objectives
F Behavioral Objectives and Accountability
M Behavioral Objectives and Lesson Plans
A Behavioral Objectives Debate
M Behavioral Objectives for the Teaching-Learning Process
M Bloom's Taxonomy
M Children's Literature in the Elementary School
M Classroom Strategies — Individualization of Instruction
M Concept of Number
M Content of Elementary School Mathematics Programs
F Creativity and Learning
M Curriculum Component
S Defining Content for Objectives
M Defining Objectives
K Defining Objectives for the Teaching of Concepts
K Designing Criterion Measures
K Designing Objectives — Oriented Instruction
M Determining Conditions and Setting Criterion for Objectives
M Developing an Instructional Package
M Developing Instructional Modules
M Dictionary Skills
F Division as the Inverse of Multiplication
M Division — Meaning and Process
F Division of Fractional Numbers
S Educational Objectives

M Elementary School Reading: Basal Approach to Teaching Reading
M Elementary School Reading: Word Recognition Skills
M Elementary School Math I
M Elementary School Math II
M Evaluation and Assessment for Social Studies
F Experiment in Education
F Formal Thought
F Four Teachers
F Hi, School! — Making the Curriculum Relevant
M History and Development of Children's Literature
M History and Philosophy of Education: Essentialism
M History and Philosophy of Education: Perennialism
M History and Philosophy of Education: Progressivism
S Humanizing Educational Objectives
S Identifying Affective Objectives
F I'm Not Too Famous At It
K Individually Guided Education
M Inquiry in Elementary Science
K Instruction: Analysis and Evaluation, Instructional Uses, Writing Behavioral Objectives and Criterion Tests
K Instructional Staff Development
F Kindergarten
F Language and Integration
M Lesson and Unit Planning
M Lesson Planning
G Life Skills: Objectives
M Linguistics Component; Set A: Nonstandard Varieties
M Listening
M Looking at Reading Objectively
M Mini-Program for Taxonomy of Behavioral Objectives
M Module on Modules
M Modules in Reading and Language Arts
F More Different Than Alike
M Multiplication — Meaning and Process
F Multiplication of Fractional Numbers
M Naming the Act
F No Reason to Stay
M Objectives
M Objectives and the Behavioral Domains
A Objectives and In-Service Training
F Objectives in Affective Domain
F Objectives in Cognitive Domain
M Objectives in the Affective Domain
F Old Enough But Not Ready
M Overview of Curriculum Rationale
K Performance Objective Package
M Performance Objectives
M Personalized Learning: A Self-Directed Planning Guide to Science: A Process-Approach
F P.E. — Lever to Learning
M Planning an Instructional Sequence
M Planning Instruction: A Self-Directed Learning Program
F Portrait of Inner-City School: A Place to Learn
M Prerequisites for Good Planning Sessions in Team Teaching
K Presentation Skills
P Programmed Learning: A Practicum
F Promises to Keep
F Ratio
M Rational Numbers
F Remarkable Schoolhouse
F Report Card
F Retention Theory for Teachers
M Self-Directed Instructional Program to Numeration
M Selecting and Using Appropriate Objectives
S Selecting Appropriate Educational Objectives
M Social Studies for the Elementary School
M Social Studies for the Elementary School: Skill Development — Maps and Globes
M Social Studies Resources
F Some Courses Don't Count
M Spelling
F Story Problems
M Strategies in Effective Cirriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools
M Structural Analysis
B Structured Tutoring I: The Structured Tutoring Model
M Subtraction — Meaning and Process
F Subtraction with Expanded Notation
F Target for Tomorrow
M Taxonomy of Behavioral Objectives: Affective Domain
M Taxonomy of Behavioral Objectives: Cognitive Domain
M Taxonomy of Behavioral Objectives: Psychomotor Domain
M Teaching and Learning in Three Domains
M Teaching Physical Education
F,B Teaching Strategies
S,B Teaching the Disadvantaged
F Teaching the Way They Learn
F,B Team Teaching in the Elementary School
K Toward an Understanding of Instructional Objectives
M Understanding the Physical Development Processes of the Transescent
M Using Behavioral Objectives
M Using Personal Knowledge of Students
M Values Education: A Social Studies Imperative
F What Does It Need to Grow
M Writing Behavioral Objectives
P Writing Behavioral Objectives
M Writing Instructional Objectives

• 22 SELECTING INSTRUCTIONAL STRATEGIES

A Adapting to Student Differences
M Addition — Meaning and Process
V Ages 4 and 5
V American History: New Methods
S Analyzing Learning Outcomes
V Andragogy
F Approaches to Early Childhood Curriculum
M Approaches to Reading — Instructionalized Reading
M Approaches to Reading — Linguistics Approach
M Approaches to Reading — The Basal Series
S Art and the Growing Child
F Art Experience Series
S Art: How Does A Child Grow
K Art in Elementary School
M Assessing and Developing Readiness for Reading
M Background Information for Teaching Social Studies
K Basic Educational Graphics: Local Production Techniques and Use of Graphics in the Classroom
M Basic Sources of Social Studies Resources
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
F Beginning of Picture Making
F Blinded Children in Sighted Phsyical Education Class
F Blocks . . . A Medium for Perceptual Play
F Child Creates
F Children Dance
M Classroom Groupings
M Classroom Group Meetings
M Classroom Strategies: Individualization of Instruction
M Classroom Strategies — Inquiry
M Comparing and Contrasting Literature for and with Children
M Compiling and Using Instructional Games
M Concept of Number
F Concept of Open Lab
M Conducting Discussions Using the Case Method
F Continuous Progress Learning

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M Controversies
K Creating Student Involvement
M Creative Dramatics
F Creative Hands Series
M Creative Rhythic Activities and Traditional Folk Dancing
F Creativity and Learning
A Criterion — Referenced Instruction
M Curriculum Component
M Designing A Learning Activity
M Developing Children's Listening Skills
K Developing Children's Oral Language Skills
M Developing Comprehension Skills: A Learning Package
M Developing Instructional Modules
M Developing Reading Study Skills
M Developing Skills of Word Pronunciation and Word Meaning
M Developing Values for Reading
M Diagnosing Reading Strengths — An Instructional Module
M Dictionary Skills
F Division As Inverse of Multiplication
M Division — Meaning and Process
F Division of Fractional Numbers
F Dramatic Play . . . An Integrative Process for Learning
F Dream to Learn
F Educational Gaming
M Electrical Circuits and Personalized Videotape Feedback
F Electron Beam Tube
M Elementary School Math I
M Elementary School Math II
M Elementary School Reading: Basal Approach to Teaching Reading
M Elementary School Reading: Word Recognition Skills
M Elementary School Social Studies: Current Affairs and Controversial Issues
M Elementary School Social Studies: Inquiry
M Elementary School Social Studies: Maps and Globes
M Elementary School Social Studies: Time and Chronology
K Elementary Science Information Unit
F English Teaching Tomorrow
M Establishing Appropriate Frame of Reference
M Establishing Set
F Experiment in Education
S Explaining
M Exploring Some of the Basic Notations of Music and Realizing It Through Made Sound
K Facilitating Inquiry in the Classroom
V Focus on Phonics
M Fostering Creativity
M Four Cons of Teaching
F Gifted Ones
F Group Discussion Filmstrip Series
M Group Process
S Grouping Students for Learning
F Guidelines for Development of Life Experience Units
F Half-Life Experiments
M Handwriting
M Helping Out-of-Tune Singers; Pitching and Teaching a Rote Song
F Hi, School! — Making the Curriculum Relevant
F How Can Curriculum for Individualized Education Be Determined
F How's School, Enrique?
S Humanizing Educational Objectives
F I'm Not Too Famous At It
K Increasing Student Participation
M Individualized Instruction
S Individualizing Instruction
F Individualizing Reading Instruction in the Classroom
K Individualizing Instruction in Mathematics
K Individually Guided Education
M Inductive Verbal Concept Development
M Inquiry in Elementary Science
M Instructional Modules: What They Are
K Instructional Staff Development
B Instructional System in Systematic and Objective Analysis of Instruction
F Instructional Tactics for Affective Goals
V Interpersonal Influence and the Small Group
M Introduction to a Diagnosis-Prescription System for Staff Development
M Investigating Diverse Approaches to the Teaching of Reading
F It Feels Like You're Left Out of the World
V ITV Student
V ITV Utilization
F Julia
F Kindergarten
F Language and Integration
M Language Arts: Improvement of Instruction in Handwriting
M Language Arts: Improvement of Instruction in Listening
M Language Arts: Improvement of Instruction in Oral Communication
M Language Arts: Improvement of Instruction in Spelling
M Language Arts: Improvement of Instruction in Written Communication
M Language Experience Approach to Teaching Reading
F Language Problems in the Schools
M Learning Centers
F Learning Methods — Building Blocks to Knowledge
M Lesson and Unit Planning
M Lesson Planning
F Let Them Learn
M Listening
S Logical Dimensions Teaching
M Looking at Reading Objectively
F Looking for Me
F Mathematics At Your Fingertips
F Maths With Everything
F Measurement of Elementary Charge
M Methods and Materials for Teaching Word-Recognition Skills
M Methods and Techniques for Second Language Teaching: Listening and Speaking
M Methods, Materials, Theories, and Observations
M Methods of Public School Music
K Modern Math Activities in Primary Grades
M Module on Modules
M Modules in Reading and Language Arts
F More Different Than Alike
M Motivation and Learning
M Motivation — With An Emphasis on Mathematics
M Multi-Media Instruction
M Multiplication and Division of Whole Numbers
M Multiplication — Meaning and Process
F Multiplication of Fractional Numbers
M Music Listening Activities in the Elementary Classroom
M Nature and Instructional Implications of Reading
V New Techniques and Technology in Education
S Now What
F Objects and Activities in Learning
F Old Enough But Not Ready
S Opening Classroom Structure
F Our World
M Performance Objectives
M Personalized Learning: A Self-Directed Guide to Science A Process Approach
M Phonic Analysis Skills

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M Phonics and Related Skills
F Photoelectric Effect
F P.E. — Lever to Learning
F Picture Making At the Gang Age
M Planning An Instructional Sequence
M Planning Instruction: A Self-Directed Learning Program
F Portrait of Inner-City School: A Place to Learn
A Prejudice and You . . . A Learning Experience
M Prerequisites for Good Planning Sessions in Team Teaching
K Presentation Skills
F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
K Process Education for Teachers Workshops
V Programmed Instruction and Computer Technology
F Project Discovery: Demonstration in Education
F Promise of Play
F Promises to Keep
M Promoting Closure
M Psychological Foundations I, Types of Learning
F Quiet Revolution
F Questions for Thinking
F Ratio
M Rational Numbers
M Reading for the Disadvantaged
K Reading in the High School
F Reading Is For Us Too
M Reading Readiness
K Reality Therapy
F Retention Theory for Teachers
F Room to Learn
F Science Fair
V Science Teaching
F See-Touch-Feel
M Self-Directed Instructional Program to Numeration
M Selecting an Instructional Mode
M Selecting Commercial Materials
M Selecting Learning Strategies
F Sign On/Sign Off
M Simulated Field Trip
V Simulation and Gaming
M Simulation Games and Role-Playing
K Simulations Teach
M Stimulus Variation
M Social Sciences; An Application of the Scientific Method
M Social Studies Resources
M Social Studies for the Elementary School
M Social Studies for the Elementary School: Skill Development — Maps and Globes
M Sociodrama
V Speech-Hearing Therapy
M Spelling
M Spelling and Handwriting
F Story Problems
M Storytelling
M Structural Analysis Skills
B Structured Tutoring I: The Structured Tutoring Model
M Student-Centric Teaching Methods
M Subtraction — Meaning and Process
S Systematic Instructional Decision-Making
F Teach More Faster — Part III
A Teacher
M Teacher-Centric Teaching Methods
M Teacher-Directed Approach to Teaching Mathematics
M Teaching a Social Studies Module
M Teaching Contemporary Events and Handling Controversial Issues in Secondary Social Studies
F Teaching Creative Music
M Teaching English as a Second Language: Applied Linguistics
V Teaching Games
M Teaching Grammar and Composition
M Teaching Handwriting
S Teaching Number Concepts
F Teaching the One and the Many
M Teaching Physical Education
M Teaching Pupils How to Spell
M Teaching Skills Kit — Closure
M Teaching Skills Kit — Pacing
M Teaching Skills Kit — Set
M Teaching Speaking and Listening Skills
F,B Teaching Strategies
M Teaching Strategies: Involvement/Inquiry
F Teaching Styles I
F Teaching Styles II
F Teaching Styles III
M Teaching the Meaning of Numbers
F Teaching the Way They Learn
M Teaching with the Use of a Basal Reader
F Team Analysis and Planning
F They All Learn To Read
F This is the Way We Go to School
K Three Teaching Strategies
F Time is for Taking
F Time to Move
S Training Program for Mothers
F Trogmoffy
V Two English Languages
M Understanding and Using the Meyers Briggs Type Indicator
S,B Understanding Children's Art Expression
M Understanding the Physical Development Process of the Transescent
F Unique Contribution
M Using Informal Diagnostic Tests of Reading Skills
M Using Personal Knowledge of Students
M Using Sociodrama
F Using the Classroom Film
M Utilizing Field Trips for Learning
M Utilizing the Comprehensive Readiness Program
M Values Education: A Social Studies Imperative
F Waves, Modulation and Communication
F Way It Is
F What Does It Need to Grow
S What's Inside of Me
F What's New at School
M William Glasser's Classroom Meetings
F Working with the Current Balance

• 23 ORGANIZING STUDENTS

A Adapting to Student Differences
F Answers and Questions
M Background, Philosophy and Purposes of Team Teaching
M Basic Sources of Social Studies Resources
F Can Individualization Work in Your School System?
F Charlie and the Golden Hamster: The Nongraded Elementary School
A Class as a Group
M Classroom Group Meetings
K Classroom Management and Discipline
M Classroom Management and Discipline
M Classroom Management: The Physical Environment
M Classroom Strategies: Individualization of Instruction
F Concept of Open Lab
M Conducting Successful Classroom Discussions
S,B Controlling Classroom Misbehavior
M Curriculum Component
F Dramatic Play . . . An Integrative Process for Learning
M Elementary School Reading: Basal Approach to Teaching Reading

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F Experiment in Education
F Group Discussion Filmstrip Series
M Group Process
M Grouping Children for Instruction in Team Teaching
S Grouping Students for Learning
F How Can Curriculum for Individualized Education Be Determined?
F How Can You Apply Team-Teaching and Non-Grading To Your School?
F How Can You Make Individualization Work in Your School System?
F I'm Not Too Famous At It
S Individual Instruction
F Individualizing Reading Instruction in the Classroom
A Individualizing Teaching and Learning
K Individually Guided Education
M Learning Centers
M Lesson and Unit Planning
M Listening
F More Different Than Alike
M Open Classroom Concept
M Open Concept Classroom Organization
V Open School for an Open Mind
M Phonics and Related Skills
M Planning to Avoid Individual and Classroom Management Problems
M Prerequisite for Good Planning Sessions in Team Teaching
F Project Discovery: Demonstration in Education
F Promises to Keep
K Responsive Follow-Through Program
M Roles of Professional and Paraprofessional Personnel in Team Teaching
F Room To Learn
F Quiet Revolution
F Science Fair
F Small Group Learning
M Spelling
F Student and Variable Modular Scheduling
F Subtraction with Expanded Notation
F Team Analysis and Planning
M Team Teaching as Facilitator of Nongraded School
M Utilizing Field Trips for Learning
F What's New at School?
F Why Are Team-Teaching and Non-Grading Important?
F Why Class Meetings
F Working Together
F You and Your Classroom

• 24 SELECTING OR DEVELOPING MATERIALS AND ACTIVITIES

F Achieving Relevance with Curriculum
A Adapting to Student Differences
S Appropriate Practice
F Art Experience Series
K Art in Elementary School
M Assessing and Developing Readiness for Reading
F Audio-Visual Production Techniques Series
M Authors of Children's Books
K Basic Educational Graphics: Local Production Techniques and Use of Graphics in the Classroom
M Basic Sources of Social Studies Resources
M Becoming Familiar With Children's Books
F Blinded Children in Sighted Physical Education Class
F Blocks . . . A material for Creative Play
F Blocks . . . A Medium for Perceptual Learnings
S,B Cameras in Education: Production and Use of Instructional Slides
F Children Dance
M Children's Literature in the Elementary School
M Classroom Group Meetings
M Classroom Strategies: Individualization of Instruction
M Classroom Strategies — Inquiry
M Compiling and Using Instructional Games
M Comprehension Skills
M Concept Fromation — Concept Teaching
M Concept of Number
M Conducting Discussions Using the Case Method
M Constructing a Resource File
K Content Analysis of Textbooks for Black Students, Grades 1—3
K Creating Student Involvement
F Creative Hands Series
M Creative Rhythmic Activities and Traditional Folk Dancing
F Creativity and Learning
M Designing a Learning Activity
K Designing an Instructional Game
M Designing and Using Homework
M Developing a Music Listening Program from Pertinent Cultural Heritage and Contemporary Popular Idioms
M Developing an Art Activities File
M Developing an Instructional Package
F Developing Effective Reading-Study Skills
M Developing Instructional Modules
M Developing Listening Skills
M Diagnosing Arithmetic Skills
M Dictionary Skills
F Display and Presentation Boards
F Division as the Inverse of Multiplication
F Division of Fractional Numbers
F Dry Mounting: Basic Techniques
F Dry Mounting: Cloth Backing
F Dry Mounting: Display and Use
F Dry Mounting: Using Ideas
F Dry Mounting: Laminating and Lifting
F Dry Mounting: Special Techniques
S Educational Media
M Elementary School Math I
M Elementary School Math II
M Elementary School Reading: Basal Approach to Teaching Reading
M Elementary School Reading: Word Recognition Skills
M Elementary School Social Studies: Current Affairs and Controversial Issues
M Elementary School Social Studies — Maps and Globes
M Elementary School Social Studies — Time and Chronology
K Elementary Science Information Unit
S,B Emphasis: Art Series
M Establishing Set
F Expanded Charlie McCarthy Film
F Experiment in Education
F Flannel Boards and How to Use Them
V Focus on Phonics
M Fostering Creativity
M Four Cons of Teaching
K Games Teach
M General Library and Resource Center Skills
F Gifts of Time
M Graphics in Children's Literature
M Group Process
M Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs
F Hi, School! — Making the Curriculum Relevant
M History and Development of Children's Literature
F How Can Curriculum for Individualized Education Be Determined?
M How to Build an Instructional Package
M Improvement of Instruction in Handwriting
F Individualizing Reading Instruction in the Classroom
K Individually Guided Education
M Inductive Verbal Concept Development
M Inquiry in Elementary Science

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S Instructional Materials
M Instructional Resources — Evaluation, Selection and Utilization
V Instructional Technology in Education
K Interaction Teaches
M Interculture Understanding — The Problem and a Process
M Interpreting Data
M Introduction — Theoretical Backgrounds in Audio-Visual Instruction
M Involving Children With Literature
F It Feels Like You're Left Out of the World
V ITV Utilization
V ITV Student
M Language Arts: Improvement of Instruction in Listening
M Language Arts: Improvement of Instruction in Written Communication
K Learners' Approaches to Learning
M Learning Activities
M Learning Centers
M Lesson and Unit Planning
M Lesson Planning
F Let Them Learn
F Library Learning Centers: What's Happening
M Listening
M Locating and Utilizing Instructional Media Materials
F Magazines and Transparencies
M Manipulative Materials in Classroom
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
F Mathematics at Your Fingertips
M Mathematics Instructional Modules
M Mathematics Laboratories
F Maths With Everything
F Media Center in Action
K Media Memos
M Media Production — Audio and Video Materials
M Media Production — Coloring
M Media Production — Display and Manipulative Devices
M Media Production — Illustration
M Media Production — Lettering
M Media Production — Transparencies
S Me Nobody Knows
M Methods and Materials for Teaching Word-Recognition Skills
M Methods and Techniques for Second Language Teaching: Listening and Speaking
M Methods, Materials, Theories, and Observations
M Methods of Introducing and Summarizing a Unit
M Methods of Public School Music
M Modern Fantasy for Children
K Modern Math Activities for Primary Grades
M Module on Modules
M Modules in Reading and Language Arts
M Multi-Media Instruction
M Multiplication and Division of Whole Numbers
F Multiplication of Fractional Numbers
M Music Listening Activities in the Elementary Classroom
F New Dimensions Through Teaching Films
V New Techniques and Technology in Education
M Organizing Learning Stations for the Language Arts
M Performance Skills in Inquiry
M Personalized Learning: A Self-Directed Planning Guide to Science A Process Approach
M Phonic Analysis Skills
F P.E. — Lever to Learning
M Planning Creative Activities for Independent Learning
F Planning Experience Charts
M Planning Instruction: A Self-Directed Learning Program
M Preparation of Locally Produced Instructional Media
M Prerequisites for Good Planning Sessions in Team Teaching
K Presentation Skills
K Process Education for Teachers Workshop
M Programmed Instruction
V Programmed Instruction and Computer Technology
F Project Discovery: Demonstration in Education
M Promoting Closure
F Ratio
S Reading a Cross Section
M Reading for the Disadvantaged
M Reading Readiness
M Reading Study Skills
M Recognition by Sight and Sound of the Major Instruments of the Orchestra
F Science Fair
V Science Teaching
M Selecting an Instructional Mode
M Selecting Appropriate Instructional Materials
M Selecting Commercial Materials
M Self-Directed Instructional Program to Numeration
V Simulation and Gaming
M Simulation Games and Role-Playing
M Simulations and Games in the Social Studies
M Stimulus Variation
M Skills for Visual Displays
F Small Group Learning
M Social Sciences; An Application of the Scientific Method
M Social Studies for the Elementary School: Skill Development — Maps and Globes
M Social Studies Resources
V Speech-Hearing Therapy
M Spelling
M Spelling and Handwriting
M Still Projection
F Story Problems
M Storytelling
M Structural Analysis Skills
B Structured Tutoring I: The Structural Tutoring Model
F Subtraction with Expanded Notation
S Systematic Instructional Decision-Making
K Tapes Teach
A Teacher
M Teacher-Made Teaching Aids
M Teaching Contemporary Events and Handling Controversial Issues in Secondary Social Studies
V Teaching Games
S Teaching Number Components
M Teaching of Science: A Self-Directed Planning Guide, Level M
M Teaching Physical Education
M Teaching Pupils How to Spell
M Teaching Skills Kit — Set
M Teaching Songs and Rhythms
F,B Teaching Strategies
M Teaching the Meaning of Numbers
F Teaching the One and the Many
F Teaching the Slow Learner
F Teaching the Way They Learn
F T.E.L.L. — Techniques in Early Language Learning
K Three Teaching Strategies
F Time to Move
S Training Program for Mothers
V Two English Languages
F Unique Contribution
M Use of Multi-Sources and Data Banks in the Social Studies
F Uses of Media for Teaching Inquiry in the Secondary Social Studies
F Using the Classroom Film
M Using Classroom Instruments (Toy Instruments) in Music
S Using Closed Circuit TV

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K Using Conventional Media: Use of Still and Motion Film in the Classroom
M Using Instructional Materials in Teaching Mathematics
M Utilizing Field Trips for Learning
M Utilizing the Comprehensive Readiness Program
M Using the Library
V Visualizing Education
S What's Inside of Me
M Word Attack Skills
M Word Recognition (Phonics)

• 25 COLLABORATING WITH OTHERS IN PLANNING

F Achieving Relevance with Curriculum
F Audiological Procedures with Pre-School Deaf Children
V Behind the Classroom Door
F Can Individualization Work in Your School System?
M Classroom Awareness
K Classroom Strategies
F Continuous Progress Learning
M Differentiated Staffing
M Elementary School Math I
M Elementary School Math II
M Group Process
F How Can You Apply Team-Teaching and Non-Grading to Your School?
F How Can You Make Individualization Work in Your School System?
F I'm Not Too Famous At It
K Individually Guided Education
M Prerequisites for Good Planning Sessions in Team Teaching
M Pupil-Teacher Planning: A Conservative Approach
K RUPS: Research Utilization Problem Solving
M Social Studies Resources
S Teacher Aides in the Classroom
M Team Teaching
F T.E.L.L. — Techniques in Early Language Learning
F Time To Move
M Understanding the Physical Development Processes of the Transescent
F Way It Is
F What's New at School?
F Why Are Team-Teaching and Non-Grading Important?

• 26 DEVELOPING PROCEDURES AND ROUTINE

F Blinded Children in Sighted Physical Education Classes
F Classroom Management
M Classroom Management and Discipline
K Classroom Management and Discipline
M Classroom Management: The Physical Environment
M Classroom Strategies: Individualized Instruction
F Continuous Progress Learning
M Elementary School Math I
M Elementary School Math II
M Four Cons of Teaching
S Logical Dimensions in Teaching
M Methods of Public School Music
M Open Concept Classroom Organization
K Presentation Skills
F Small Group Learning
M Teaching of Science: A Self-Directed Planning Guide Level M
F Time To Move

• 27 EVALUATING INSTRUCTION AND INSTRUCTIONAL DESIGN

B Analysis of In-Service Problems: Formulating Useful Instructional Objectives
V,B Analyzing Group Processes
S Experimental Designs for School Research
S How to Prepare Teaching Performance Tests
K Individually Guided Education (I.G.E.)
F Instructional Development
K Instructional Development Institute Program
M Instructional Resources — Evaluation, Selection and Utilization
M Lesson Planning Kit
M Methods and Techniques for Second Language Teaching: Listening and Speaking
F No Reason to Stay
M Overview of Evaluation
M Overview of Micro-Teaching and the Technical Skills of Teaching
K Performance Contracting — The Grand Rapids Experience
M Planning an Instructional Sequence
M Politics of Schools — Your School: How Well Do You Know It?
K Project Evaluation for Accountability
S Systematic Instructional Decision-Making
F Team Analysis and Planning
M Teaching Pupils How to Spell
S Using Teaching Performance Tests for Instructional Improvement and Skill Assessment

• 30 CONSTRUCTING AND IMPLEMENTING INSTRUCTIONS

M About the Clinical Program
K Adult Basic Education Teacher/Teacher Aide Training Package
M Analysis of Teaching Behavior
F Approaches to Early Childhood Curriculum
F Audiological Procedures with Pre-School Deaf Children
M Basal Approach to Teaching Reading
M Basic Learning Tasks
M Basic Sources of Social Studies Resources
K Basic Teaching Skills
S Benjamin Franklin's Plan
F Bright Boy, Bad Scholar
K Building a Perceptual-Motor Experience
M Business Teacher Education Learning Tasks
F Can You Hear Me
F Chance at the Beginning
F,B Classroom Analysis Concepts
S,B Cognitive Skills
K Communications: The Problem Approach
V Compensatory Education
A Conditions for Effective Learning
K Cooperative Urban Teacher Education (CUTE)
M Creative Dramatics
K Designing Objectives — Oriented Instruction
M Developing Children's Oral Language Skills
M Developing Comprehension Skills: A Learning Package
M Developing Listening Skills
M Developing Reading Study Skills
M Developing Skills of Word Pronunciation and Word Meaning
M Diagnosis/Prescription Learning Package
M Dictionary Skills
K Early Childhood Education Learning System: Bilingual Early Childhood Programand Bilingual Kindergarten Program
K Early Elementary Learning System: A Social Multi-cultural Education
M Eight Basic Teaching Skills
M Elementary Reading Instructions — Teaching Implications
M Elementary School Social Studies — Maps and Globes
M Elementary School Social Studies — Values Education
M Elementary Science Methods
M Elementary Social Studies Instruction
M Elementary Social Studies: The Unit Approach
K English as a Second Language
M English Education Learning Tasks
V English in a Decade of Change
M English, Speech, Literature

F Eternal Children
M Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency
F From Cradle to Classroom (Parts One & Two)
V Gifted Child
M Group Process
K I.G.E. Agency Kit and School Kit
K I.G.E. Film Strip Kit
F Incident on Wilson Street
A Individualized Reading
K Inner-City Simulation Laboratory
M Inquiry In Elementary Science
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
K Instructional Development Institute Program
A Involving the Child in Language Arts
A Involving the Child in Math
A Involving the Child in Science
A Involving the Child in Social Studies
F Language
F Large Group Instruction
M Learning Activity Guide
F Learning in Kindergarten
F Learning to Learn
S,B Listening: From Sound to Meaning
F Madison School Plan
F Make A Mighty Reach
M Managing Elementary Social Studies Learning Activities
M Mathematics and Mathematics Education: Unit Descriptions
S Methods of Teaching
M Micro-Teaching
M Micro-Teaching for Education 301
M Modules in Social Studies
V Montinari Clinical School
M Music Education Learning Tasks
M Music for Children
M Multi-Media Instruction
F Non-Grading and Team Teaching
F One At A Time Together
M Organizing Facts to Teach Meaningful Relationships
M Overview of Micro-Teaching and Technical Skills in Teaching
F Performance Contracting — The Grand Rapids Experience
M Personalized Learning: A Self-Directed Planning Guide to Science: A Process Approach
M Personalization
M Phonic Word Attack Skills
F Pine School Summer
M Planning the Elementary Social Studies Curriculum
F Principles of Parent-Child Programs for Pre-School Hearing Impaired
V Professional Decision Making for Teachers
M Providing for Individual Differences in the Secondary Social Studies Classroom
F Santa Monica Project
M Science Education Learning Tasks
M Selecting Learning Strategies
F Sit Down and Shut Up
M Social Studies Education Learning Tasks
M Speech Education Learning Tasks
A Strategies for Personalized Learning
M Structural Analysis Skills
M Structural Word Attack Skills
B Structured Tutoring I: The Structured Tutoring Model
M Student Participation in the Teaching-Learning Process: Problem-Solving, Role-Playing, Simulation and Case Studies
K Systematic and Objective Analysis of Instruction
F Tasks of Teaching
F Task: Theory Structure and Application
K Teacher-Competency Development System
F Teacher Decision Making
M Teacher-Directed Approach to Teaching Mathematics
P Teach for Transfer
F Teach Me How I Can Do It Myself
M Teaching Arithmetic
F Teaching Basic Concepts
K Teaching Problems Laboratory
K Teaching Reading as Decoding
K Teaching Reading Comprehension
M Teaching Reading (Elementary Level)
M Teaching Reading Modules
F Teaching Styles I
A Teaching the Disadvantaged
F,B Team Teaching in the Elementary School
F This is the Way We Go to School
K Toward an Understanding of Perceptual-Motor Programs
M Tutorial Techniques and School Records
M Values Education: A Social Studies Imperative
F Very Special Place
F,B Visualization — A Key to Learning
F What's New at School?
F Working Together
F Worlds Apart
M Writing and Using Lesson Plans in Social Studies Instruction

• 31 STRUCTURING: ESTABLISHING RAPPORT AND PROVIDING ATMOSPHERE

V Ages 4 and 5
F Answers and Questions
M Background, Philosophy and Purposes of Team Teaching
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
F Blocks . . . A Medium for Perceptual Learnings
M Classroom Group Meetings
M Classroom Management and Discipline
K Communication Arts Program
F Concept of Open Lab
M Conducting Discussions Using the Case Method
F Creative Kindergarten
A Curriculum
M Elementary School Reading: Basal Approach to Teaching Reading
M Establishing Set
M Four Cons of Teaching
K Growth in Reading
S Individualizing Instruction
M Inductive Verbal Concept Development
K Language Experience Approach to Reading
F Learning in Kindergarten
F Learning Through Inquiry
M Listening
V Modular Scheduling
F Multitude of One(s): Learner Centered Schools
M Pre-Cueing
M Principles of Behavior Modification
M Roles of Professional and Paraprofessional Personnel in Team Teaching
S School Beginnings: The First Day
S School Beginnings: The First Weeks
F Student and Variable Modular Scheduling
P Teach More Faster
F Teach More Faster — Part I
F Teach More Faster — Part II
K Teacher/Teacher Aide Companion Training Program
M Teaching of Science: A Self-Directed Planning Guide, Level M
M Teaching Skills Kit — Closure
M Teaching Skills Kit — Pacing

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

M Teaching Skills Kit — Set
F,B Teaching Strategies
M Team Teaching as Facilitator of Non-Graded School
M Using High Order Questions
K Word Recognition In the Primary Grades

• 32 MOTIVATING AND REINFORCING STUDENTS: PROVIDING FOR FEEDBACK

M Acquisition of Questioning Skills
F Approaches to Early Childhood Curriculum
F Arithmetic
K Art in Elementary School
M Assessing and Developing Readiness for Reading
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
F Behavior Modification in Classroom
M Behavior Technology: Motivation and Contingency Management
F Charlie and the Golden Hamster: The Non-Graded Elementary School
F Child Who Cheats
V,B Classroom Behavior
M Classroom Discipline: A Learning Package
M Classroom Group Meetings
M Classroom Management and Discipline
F,A,B Classroom Protocols
M Classroom Strategies — Individualized Instruction
S CM — A Positive Approach to Motivation
M Conducting Discussions Using the Case Method
S,B Controlling Classroom Misbehavior
M Coping with Classroom Management Problems
K Creating Student Involvement
F Creative Kindergarten
M Development Instructional Modules
M Developing Values for Reading
M Diagnosing Arithmetic Skills
S Discipline in the Classroom
M Elementary School Social Studies: Current Affairs and Controversial Issues
F English Teaching Tomorrow
M Establishing Set
F Experiment in Education
F,B Fair Verbal Behavior
F First and Fundamental R
F Flannel Boards and How to Use Them
K Focus on Feedback
K Growth in Reading
M Handwriting
F I Walk Away in the Rain
F Image in a Mirror
K Increasing Student Participation
F Informal Classroom Activities
K Instructional Staff Development
S Knowledge of Results
F Knowing to Learn
M Language Arts: Improvement of Instruction in Listening
M Language Arts: Improvement of Instruction in Oral Communication
K Language Experience Approach to Reading
F Learning and Behavior (The Teaching Machine)
F Learning in Kindergarten
F Learning Through the Arts
F Less Far Than the Arrow
M Listening
M Motivation
M Motivation and Learning
S,B Motivation in Teaching and Learning
F Motivation Theory for Teachers
P Motivation Theory for Teachers
M Motivation — With An Emphasis on Mathematics
F No Reason to Stay
M Non-Verbal Communication
F P.E. — Lever to Learning
S Perceived Purpose
M Performance Skills in Inquiry
M Planning Creative Activities for Independent Learning
F Poetry in Paul
M Pre-Cuing
M Preparing the Physical Environment for Learning
M Principles of Behavior Modification
K Principles of Reinforcement
V Programmed Instruction and Computer Tehnology
F Promise of Play
M Promoting Closure
M Reinforcement
F Reinforcement Theory for Teachers
P Reinforcement Theory for Teachers
M Reinforcement Theory into Practice
F Retention Theory for Teachers
P Retention Theory for Teachers
F Rewards and Reinforcements
F Science Project
M Stimulus Variation
A Storytelling
M Storytelling
P Teach More Faster
F Teach More Faster — Part I
F Teach More Faster — Part II
F Teach More Faster — Part III
S Teacher Talks About Her Classroom
F Teaching Creative Music
M Teaching Skills Kit — Closure
M Teaching Skills Kit — Pacing
M Teaching Skills Kit — Set
F,B Teaching Strategies
F Tense: Imperfect
S Theories of Motivation
S Three Honorable Wishes
F Time is for Taking
M Using Reinforcement Theory in the Classroom
M Utilizing Field Trips for Learning
F Walls
K Word Recognition in the Primary Grades
F You and Your Classroom
S Your Child and Discipline

• 33 CONDUCTING DISCUSSION AND SMALL GROUP ACTIVITY

M Acquisition of Questioning Skills
V,B Analyzing Group Processes
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
F Building Class Involvement
A Class as a Group
F Class Meeting on Class Meetings
V.B Classroom Behavior
M Classroom Group Meetings
M Classroom Groupings
M Conducting Discussions Using the Case Method
M Conducting Successful Classroom Discussions
F Creative Kindergarten
M Creating Rhythmic Activities and Traditional Folk Dancing
F Day the Insects Took Over
M Designing a Learning Activity
M Electrical Circuit and Personalized Videotape Feedback
M Elementary School Reading: Basal Approach to Teaching Reading
M Elementary School Social Studies: Current Affairs and Controversial Issues

F English Teaching Tomorrow
F,B Fair Verbal Behavior
S Focus on the Individual — A Leadership Responsibility
A Group Development
F Group Discussion Filmstrip Series
M Group Process
K Growth in Reading
M Helping Out-of-Tune Singers: Pitching and Teaching a Rote Song
S Individualizing Instruction
K Individually Guided Education
M Inductive Verbal Concept Development
V Interpersonal Influence and the Small Group
M Interpreting Data
K Language Experience Approach to Reading
F Learning in Kindergarten
M Listening
M Methods and Techniques for Second Language Teaching: Listening and Speaking
M Methods of Introducing and Summarizing a Unit
M Modules in Reading and Language Arts
F Multitude of One(s): Learner Centered Schools
M Music Listening Activities in the Elementary Classroom
M Phonics and Related Skills
F Preventing Reading Failure
M Promoting Total Member Participation in Discussion Groups
M Reading for the Disadvantaged
F Science Activities for Elementary Children
M Selecting an Instructional Mode
A Self-Directed Group Work
M Simulated Field Trips
V Simulation and Gaming
M Simulation Games and Role-Playing
M Simulations and Games in the Social Studies
F Small Group Learning
F Strategies of Small Group Learning
M Student-Centric Teaching Methods
F Success-Oriented Classroom
M Teacher-Centric Teaching Methods
M Teaching a Social Studies Module
M Teaching Contemporary Events and Handling Controversial Issues in Secondary Social Studies
V Teaching Games
F,B Teaching Public Issues: Discussion Techniques
M Teaching Songs and Rhythms
F Teaching Styles II
F Teaching Styles III
M Telling Stories to Pupils
M Use of Role-Playing, Buzz Groups, Dramatization, Independent Task Groups, Discussion Groups, and Brainstorming
K Word Recognition in the Primary Grades

• 34 CONDUCTING INDIVIDUAL ACTIVITIES

F Answers and Questions
F Anyone Can
M Assessing and Developing Readiness for Reading
M Becoming Familiar with Children's Books
V Behind the Classroom Door
F Can Individualization Work in Your School System?
F Charlie and the Golden Hamster: The Non-Graded Elementary School
M Classroom Strategies: Individualized Instruction
F Creative Hands Series
F Creative Kindergarten
F Developing Effective Study Skills
M Developing Values for Reading
M Elementary School Social Studies: Current Affairs and Controversial Issues
S,B Emphasis: Art Series
S Focus on the Individual — A Leadership Responsibility
K Growth in Reading
M Handwriting
F How Can Curriculum for Individualized Education Be Determined?
F How Can You Apply Team Teaching and Non-Grading to Your School?
F How Can You Make Individualization Work in Your School System?
F How to Get Individualization Started
F How to Get Individualization Started — A Further Exploration
F Improbable Form of Master Sturm — The Non-Graded High School
M Individualized Instruction
S Individualizing Instruction
F Individualizing Reading Instruction in the Classroom
A Individualizing Reading Practices
A Individualizing Teaching and Learning
K Individually Guided Education
F Julia
F Just For the Fun of It
M Language Arts: Improvement of Instruction in Listening
M Language Arts: Improvement of Instruction in Spelling
K Language Experience Approach to Reading
F Learning in Kindergarten
F Learning Through the Arts
M Mathematics Instructional Modules
M Modules in Reading and Language Arts
F More Different Than Alike
S,B Motor Skills
F Multitude of One(s): Learner Center Schools
F Naked Eye Astronomy
V Open School for an Open Mind
K Organizing Independent Learning — Intermediate Level
K Organizing Independent Learning — Primary Level
M Organizing Learning Stations for the Language Arts
V Personalized System of Instruction
A Personalizing Math
M Planning Creative Activities for Independent Learning
V Programmed Instruction and Computer Technology
F Programmed Tutoring
F Preventing Reading Failure
P Programmed Learning: A Practicum
F Promise of Play
F Promises to Keep
F Science Activities for Children
F Science Fair
F Science Project
M Selecting an Instructional Mode
F Success-Oriented Classroom
F Teaching the One and the Many
F They All Learn to Read
F Time is for Taking
F Understanding the Gifted
M Utilizing the Comprehensive Readiness Program
F Why are Team-Teaching and Non-Grading Important?
K Word Recognition in the Primary Grades

• 35 PRESENTING INFORMATION AND GIVING DIRECTIONS

M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
M Classroom Strategies — Individualized Instruction
M Classroom Strategies — Lecture Demonstration
M Comprehension Skills
M Concept Formation — Concept Teaching
M Conducting Discussions Using the Case Method
F Creative Kindergarten
K Discussing Controversial Issues
S,B Distributive Education Series

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

M Electrical Circuits and Personalized Videotape Feedback
F Electron Beam Tube
M Elementary School Social Studies: Current Affairs and Controversial Issues
F Experiment in Education
F Experiments with Microwaves
S Explaining
F Film Loop Techniques, Part II
F Flannel Boards and How to Use Them
S Focus on the Individual — A Leadership Responsibility
M Four Cons of Teaching
K Growth in Reading
F Half-Life Experiments
M Improvement of Instruction in Handwriting
M Interculture Understanding — The Problem and A Process
M Language Arts: Improvement of Instruction in Oral Communication
M Language Arts: Improvement of Instruction in Written Communication
K Language Experience Approach to Reading
M Language of Music
F Large Group Instruction
F Learning in Kindergarten
M Lesson and Unit Planning
F Measurement of Elementary Charge
M Media Production — Display and Manipulative Devices
M Media Production — Transparencies
M Methods of Introducing and Summarizing a Unit
M Methods of Public School Music
F Naked Eye Astronomy
S,B Office Education Series I
S Office Education Series II
M Organizing and Planning for Teaching Elementary Science
F Photoelectric Effect
F Polaroid-Land Photography, Part I
F Polaroid-Land Photography, Part II
F Reporting and Explaining
F Retention Theory for Teachers
F Setting Up the Current Balance
A Storytelling
P Teach More Faster
F Teach More Faster, Part I
F Teach More Faster, Part II
M Teacher-Centric Teaching Methods
M Teaching Skills Kit — Pacing
F Use of Transparencies
F Using the Oscilloscope
V Visualizing Education
F Waves
F Waves, Modulation and Communication
K Word Recognition in the Primary Grades
M Word Recognition (Phonics)
F Working with the Current Balance

• 36 UTILIZING DEDUCTIVE AND INDUCTIVE THINKING OR PROBLEM-SOLVING

M Addition — Meaning and Process
F Adult as Enabler: When, Who and How Much?
V,B Classroom Behavior
M Classroom Group Meetings
M Classroom Strategies — Inquiry
M Compiling and Using Instructional Games
M Conducting Discussions Using the Case Method
F Creative Kindergarten
M Deductive Strategies
K Development of Higher Level Thinking Abilities
K Divergent Thinking
M Division — Meaning and Process
F Educational Gaming
M Elementary School Social Studies: Current Affairs and Controversial Issues
M Elementary School Social Studies: Inquiry
K Elementary Science Information Unit
F Exploring Our Community
K Facilitating Inquiry in the Classroom
M Fostering Creativity
K Growth in Reading
F Historians Method of Inquiry
F How the Historian Classifies Information
F How the Historian Decides What is Fact
M Inducing Student-Initiated Questions
M Inductive Strategies
F Inductive Teaching for the Mentally Retarded
M Inductive Verbal Concept Development
K Inquiry Role Approach
K Instructional Staff Development
M Instructional Strategies: Rational Numbers
M Interpreting Data
K Language Experience Approach to Reading
F Learning in Kindergarten
F Learning Through Inquiry
F Lesson in Teaching Science
M Mathematical Proof
M Mathematics Laboratories
M Multiplication — Meaning and Process
F Orbit Plotting
F Our World
M Performance Skills in Inquiry
M Problem—Solving/Simulation Module
F Questions for Thinking
K Reality Therapy
K Responsive Head Start Program
M Role-Playing
K RUPS: Research Utilizing Problem Solving
F Science Project
V Science Teaching
F Scientific Method in Action
M Selecting an Instructional Mode
M Simulation Games and Role-Playing
M Social Class, Values and School Behaviors
M Social Sciences; An Application of the Scientific Method
M Social Studies for the Elementary School
M Sociodrama
M Subtraction — Meaning and Process
A Teacher
S Teacher Talks About Her Classroom
F Teaching: A Question of Method
M Teaching Strategies: Decision Making
M Teaching Strategies: Involvement/Inquiry
F Teaching Styles II
F Teaching Styles III
M Teach Contemporary Events and Handling Controversial Issues in Secondary Social Studies
K Three Teaching Strategies
F Toward Inquiry — Teaching Earth Sciences
M Use of Role-Playing, Buzz Groups, Dramatization, Independent Task Groups, Discussion Groups, and Brainstorming
F Use of Simulation Game
V Visualizing Education
K Word Recognition in the Primary Grades

• 37 QUESTIONING AND RESPONDING

M Analysis of Classroom Questions
S Asking Questions
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
F Building Class Involvement
V,B Classroom Behavior

F,A,B Classroom Protocols
M Classroom Strategies — Inquiry
F Creative Kindergarten
M Conducting Discussions Using the Case Method
K Divergent Thinking
K Effective Questioning Techniques for High School Discussion
M Elementary School Social Studies: Current Affairs and Controversial Issues
M Four Cons of Teaching
K Growth in Reading
K Higher-Cognitive Questioning
M Inducing Student-Initiated Questions
M Inductive Verbal Concept Development
K Language Experience Approach to Reading
F Learning in Kindergarten
F Learning Through Inquiry
M Questioning
K Questioning Skills
M Questioning Strategies
F,B Reacting to Pupil Responses
M Response Strategies
M Teaching Contemporary Events and Handling Controversial Issues in Secondary Social Studies
F Toward Inquiry — Teaching Earth Science
M Use of Role-Playing, Buzz Groups, Dramatization, Independent Task Groups, Discussion Groups, and Brainstorming
M Using High Order Questions
K Word Recognition in the Primary Grades

• 38 UTILIZING AUDIO VISUAL EQUIPMENT AND AIDES RESOURCES

F Audio-Visual Equipment Operation Series
F Audio-Visual Equipment Operation "B" Series
F Audio-Visual Production Techniques Series
M A/V Production (Visual)
K Basic Educational Graphics: Local Production Techniques and Use of Graphics in the Classroom
S,B Cameras in Education: Production and Use of Instructional Slides
M Developing an Instructional Package
M Developing Skills and Teaching Techniques with Media Equipment
F Display and Presentation Boards
S Educational Media
M Equipment Operation
F Experiment in Education
F Experiments With Microwaves
F Facts About Film (2nd Edition)
F Facts About Projection
F Film Loop Techniques, Part I
F Film Loop Techniques, Part II
F Film Research and Learning
M Four Cons of Teaching
M Instructional Resources — Evaluation, Selection and Utilization
M Introduction — Theoretical Backgrounds in Audio-Visual Instruction
V ITV Utilization
F Let Them Learn
F Library Learning Centers: What's Happening
M Media Equipment Operation — Motion Picture Projectors
K Media Memos
M Media Production — Transparencies
F Microphone Speaking
M Motion Picture Projections
F New Dimensions Through Teaching Films
V New Techniques and Technology in Education
F Operation and Care of the Bell and Howell Specialist Filmosound Projector
F Operation and Care of the Kodak Pageant Projector
F Polaroid-Land Photography: Part I
F Polaroid-Land Photography: Part II
M Preparation of Locally Produced Instructional Media
M Production of Media Materials and Developing Teaching Skills Using Media Materials
F Project Discovery: Demonstration in Education
M Skills and Teaching Techniques of Cameras
M Still Projection
K Systems Facilities in Flexible School Design for Media Usage
F Tape Recording for Instruction
K Tapes Teach
M Teacher Aide Training Guide for Classroom Teachers
F Teacher and Technology
F Teaching the One and the Many
F Teaching the Slow Learner
K TV Kit for the Hearing Impaired
F Unique Contribution
F Use of Transparencies
F Uses of Media for Teaching Inquiry in the Secondary Social Studies
S Using Closed Circuit TV
K Using Conventional Media: Use of Still and Motion Film in the Classroom
F Using the Classroom Film
M Using the Library
F Using the Oscilloscope
M Utilization of Science Equipment
F Waves, Modulation and Communication

• 40 PERFORMING ADMINISTRATIVE DUTIES

F Audio-Visual Supervisor
M Basic Learning Tasks
M Business Teacher Education Learning Tasks
K Cooperative Urban Teacher Education (CUTE)
K Early Childhood Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
M English Education Learning Tasks
K I.G.E. Agency Kit and School Kit
K I.G.E. Film Strip Kit
K Inner-City Simulation Laboratory
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
M Music Education Learning Tasks
M Science Education Learning Tasks
M Social Studies Education Learning Tasks
F Some Principles of Non-Grading and Team Teaching
M Speech Teacher Education Learning Tasks

• 41 SUPERVISING AIDES, TUTORS, VOLUNTEERS, ETC.

F Career Development
M Classroom Management: The Physical Environment
K Communication Arts Program I
S I Am a Teacher Aide
F Make a Mighty Reach
K Parents and Teachers Together (for the Benefit of Children)
M Personalized Classroom Interaction: A Self-Directed Strategy for Cooperating Teachers and Advising Teachers
F Programmed Tutoring
K Responsive Follow Through Program
M Role of Teacher Aides
M Roles of Professional and Paraprofessional Personnel in Team Teaching
K Substitute Teacher: An Idea Exchange
S Teacher Aides in the Classroom
M Teacher Aide Training Guide for Classroom Teachers
K Teacher Aide Workshop
K Teacher/Teacher Aide Companion Training Program

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

F Team Analysis and Planning
F Teams for Learning
S Training Program for Mothers
F Various Perceptions of Auxiliaries at Work

• 42 ARRANGING PHYSICAL ENVIRONMENT

V Ages 4 and 5
F Approach to School Site Development
K Classroom Management and Discipline
M Classroom Movement Patterns
F Concept of Open Lab
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
A Curriculum
F Enriching School Environment
M Instructional Resources — Evaluation, Selection and Utilization
M Learning Centers
F Make A Mighty Reach
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
F Media Center in Action
M Media Production — Display and Manipulative Devices
M Non-Instructional Management: A Self-Directed Learning Program
M Open Concept Classroom Organization
V Open School for an Open Mind
F Pathways Through Nursery School
F Physical Education in Elementary Schools
M Planning to Avoid Individual and Classroom Management Problems
M Preparing the Physical Environment for Learning
F Promise of Play
F Setting Up a Room . . . Creating an Environment for Learning
K System Facilities in Flexible School Design for Media Usage
A Teacher
F,B Teaching Strategies

• 43 ESTABLISHING AND MAINTAINING PROCEDURES AND ROUTINES

G Controntation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
S,B Controlling Classroom Misbehavior
M Coping with Classroom Management Problems
M Developing an Art Activities File
F I Wanna Be Ready
M Non-Instructional Management: A Self-Directed Learning Program
F Physical Education in Elementary Schools
M Planning to Avoid Individual and Classroom Management Problems
K Substitute Teacher: An Idea Exchange
M Teacher Aide Training Guide for Classroom Teachers
S Teacher Talks About Her Classroom
F,B Teaching Strategies
F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and II
S Your Child and Discipline

• 44 MAINTAINING RECORDS

M Completing State and County Forms
M Evaluation of Team Teaching and Children's Continuous Progress
M Non-Instructional Teacher Responsibilities
M Purposes and Methods of Classroom Evaluation
M Record Keeping: Social, Affective, Physical Domain
B Structured Tutoring I: The Structured Tutoring Model
M Teacher Aide Training Guide for Classroom Teachers
M Tutorial Techniques and School Records

• 45 ORGANIZING MATERIALS

M A/V Production (Visual)
S,B Cameras in Education: Production and Use of Instructional Slides
M Children's Literature in the Elementary School
M Compiling and Using Instructional Games
M Constructing a Resource File
M Developing an Art Activities File
F Display and Presentation Boards
F Facts About Film (2nd Edition)
K Individualized Instruction in Mathematics
M Instructional Resources — Evaluation, Selection and Utilization
M Introduction — Theoretical Backgrounds in Audio-Visual Instruction
M Learning Centers
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
F Media Center in Action
F New Dimensions Through Teaching Films
M Non-Instructional Management: A Self-Directed Learning Program
M Open Concept Classroom Organization
M Organizing Learning Stations for the Language Arts
F Physical Education in Elementary Schools
M Preparing the Physical Environment for Learning
F Setting Up a Room . . . Creating an Environment for Learning
M Skills for Visual Display
M Still Projection
K Using Conventional Media: Use of Still and Motion Film in the Classroom

• 50 COMMUNICATING

M Analysis of Teaching Behavior
M Analyzing Teacher Behavior
M Basic Learning Tasks
A,B Black Dialect
M Business Teacher Education Learning Tasks
K Communication Arts Program I
F Communication by Voice and Action
F Communications Model
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
K Cooperative Urban Teacher Education (CUTE)
K Creating Student Involvement
K Cross Cultural Communications Program
K DAP Problem Solving Package
F Day the Insects Took Over
M Developing Listening Skills
F Drug Abuse — Everybody's Hang-Up
K Early Childhood Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
M English Education Learning Tasks
K Ernstspiel
F Eye of the Storm
F,B Fair Verbal Behavior
F For All My Students
A,P Foreign Language Teacher Interacts
M Group Process
F How to Conduct a Meeting
K I.G.E. Agency Kit and School Kit
K I.G.E. Film Strip Kit
K Increasing Student Participation
K Individually Guided Motivation
V Interaction Analysis
K Interaction Analysis Training Kit
K Interpersonal Communications
M I-STEP Syllabus, Individualized Secondary Teacher Education Program

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

M Language Arts: Improvement of Instruction in Oral Communication
M Learning Activity Guide
S Meet Your Cooperating Teacher
F Microphone Speaking
M Music Education Learning Tasks
F Nature of Language
V Non-Verbal Communication
F Physiological Aspects of Speech: Speakers with Cerebral Palsy
F Physiological Aspects of Speech: Speakers with Cleft Palates
M Pre-Cuing
F,B Reacting to Pupil Responses
M Reinforcement
F Reporting and Explaining
K Response Repertoire
M Response Strategies
M Science Education Learning Tasks
M Self-Concept
M Social Studies Education Learning of Tasks
F Some Personal Learnings About Interpersonal Relationships
M Speech Education Learning Tasks
F Stage Fright
F Tasks of Teaching
M Teacher Behaviors
M Teaching Reading (Elementary Level)
F Tense: Imperfect

• 51 CONFERRING WITH PARENTS

M Asocial Behaviors Relating to Inadequate Adult Models
F Audiological Procedures with Pre-School Deaf Children
F But He's Not An Ordinary Child
F Chance at the Beginning
S Conference Time for Teachers and Parents
K Cross Cultural Communication Program
M Evaluation of Team Teaching and Children's Continuous Progress
S How to Get Your Child to Listen to You and How to Listen to Your Child
F I Don't Want to Question Your Program But . . .
K Individually Guided Motivation
K Inner-City Simulation Laboratory
F I Want to Talk Right Now
K Parents and Teachers Together (for the Benefit of Children)
M Parent-Teacher Conference
M Parent-Teacher Conferences
F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
S School Beginnings: The First Day
F Some Glimpses of Anthony: One Child — Many Challenges
M Teacher's Role in Improving School-Community Relations
K Teaching Problems Laboratory
S Your Child and Discipline
S Your School and Community Relations

• 52 COUNSELING STUDENTS

K Analysis of In-Service Problems: Teacher-Student Interaction
M Asocial Behaviors Relating to Inadequate Adult Models
B Consultation for Personalization in the Public Schools: A Manual for Practitioners
M Continuous Progress
M Evaluation of Team Teaching and Children's Continuous Progress
K Individually Guided Motivation
F,B Influencing Human Interaction (Interpersonal Process Recall)
F Morning for Jimmy
K Reality Therapy
M Reality Therapy
M Role of the Teacher in Informal Counseling
F Some Courses Don't Count
V Styles of Opening the Individual Counseling Interview
M Tutorial Techniques and School Records
F Welcome to the Third Grade
F What Do I Know About Benny

• 53 REPRESENTING SCHOOL AND SCHOOL PROGRAM

M Community Study
S Deciding on Defensible Goals Via Educational Needs Assessment
G EDPLAN
K Parents and Teachers Together (for the Benefit of Children)
M Teacher's Role in Improving School-Community Relations
S Your School and Community Relations

• 54 INVOLVING OTHERS IN SCHOOL PROGRAM

F Audiological Procedures With Pre-School Deaf Children
M Community Study
G EDPLAN
F Expanded Charlie McCarthy Film
F Exploring Our Community
F Home-School Interaction
G Impact: A Community Simulation
F Interviewing Class Meeting Guests
G Life Skills: Objectives
G Life Skills: Power Plans
F No Hiding Place
S One Family, One Home Visitor and Learning
K Parents and Teachers Together (for the Benefit of Children)
G Planning the Evaluation of Educators: A Simulation
M Politics of School — An Introduction to the Community and Its Resources
F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
M Simulated Field Trip
A System
M Teacher's Role in Improving School-Community Relations
F To Touch a Child
S Training Program for Mothers
M Utilizing Field Trips for Learning
F Way It Is

• 55 ESTABLISHING AND MAINTAINING PROFESSIONAL RELATIONSHIPS

S Achieving Professional Governance — I
S Achieving Professional Governance — II
K Adult Basic Education
K Cadre Training for Organizational Specialists
M Classroom Strategies — Team Teaching
A Curriculum
S Deciding on Defensible Goals Via Educational Needs Assessment
M Evaluation of Team Teaching and Children's Continuous Progress
M Group Process in Task Team
M Growth Producing Relationships
F Higher Education: Who Needs It?
F How Can You Apply Team-Teaching and Non-Grading to Your School?
S I Am a Teacher Aide
S Instructional Supervision: A Criterion-Referenced Strategy
G Life Skills: Decision I
S Music: A Teaching Career

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M Nature of the Teaching Profession
M Organizational and Administrative Aspects of School
A Organized Profession
M Philosophy and Background of Team Teaching
G Planning the Evaluation of Educators: A Simulation
M Prerequisites for Good Planning Sessions in Team Teaching
M Professional Organizations
M Professional Relationships
M Role of Teacher Aides
S School Administration: For Faculty and Community Understanding
M School Organization Cluster
F Some Glimpses of Anthony: One Child — Many Challenges
A Student Teacher Relationships and Roles
A System
S Teacher Aides in the Classroom
M Teacher Aide Training Guide for Classroom Teachers
M Teacher Professionalism and Accountability
K Teacher/Teacher Aide Companion Training Program
F Teams for Learning
F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and II
K Understanding Intergroup Relations
F Unit Meeting
M Value Conflict Among School Roles

• 60 DEVELOPING PERSONAL SKILLS

M Basic Learning Tasks
M Business Teacher Education Learning Tasks
K Communication Arts Program I
M Conceptualizing the Dynamics of a Community
K Comprehensive Personal Assessment System
M Classroom Awareness
K Cooperative Urban Teacher Education (CUTE)
A Criterion-Referenced Instruction
K Cross Cultural Communication Program
M Developing of Self-Concept and Helping Relationships
B Educational Project Management Instructional System
M Elementary School Social Studies — Values Education
M English Education Learning Tasks
M Entry Program
M Foundations of Education
F Group Discussion Filmstrip Series
K I.G.E. Agency Kit and School Kit
K I.G.E. Film Strip Kit
F I Am Also a You
K Instruction: Analysis and Evaluation, Instructional Uses, Writing Behavioral Objectives and Criterion Tests
K Interpersonal Communications
M Introduction to a Diagnosis-Prescription System for Staff Development
M Learning Activity Guide
F Learning and Behavior (The Teaching Machine)
F Loneliness . . . and Loving
F Love to Kill
S Meet Your Cooperating Teacher
M Music Education Learning Tasks
F My Country Right or Wrong?
M Neighborhood Survey
M Obtaining Description Data on a Neighborhood or Community
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Organizational and Administrative Aspects of Schools
M Orientation to Community
M Personalized Classroom Interaction: A Self-Directed Strategy for Cooperating Teachers and Advising Teachers
M Professional Organizations
M Role and Functions of the School in the Dynamics of the Community
M Science Education Learning Tasks
M Self-Concept
M Social Studies Education Learning Tasks
M Social Studies Teacher
M Speech Education Learning Tasks
V Styles of Opening the Individual Counseling Interview
K Systematic and Objective Analysis of Instruction
K Teaching Reading As Decoding
M Teaching Reading (Elementary Level)
F Unit Meeting
F Violence: Just for Fun
F Whether to Tell the Truth
G Women's Lib?

• 61 ACCEPTING SELF

F Career Awareness: The Alternative
M Competency-Based Teacher Education Affective Modules
K Goals for Education
F I Whom Am, Who Am I?
F,B Influencing Interaction (Interpersonal Process Recall)
G Insight
M Interpersonal Growth
F Portrait of Inner City School: A Place to Learn
F Sense of Purpose
F Trouble With the Law

• 62 EVALUATING SELF

M About the Instructional Model
M Accountability
S Alternative Avenues to Educational Accountability
K Analysis of In-Service Problems; Teacher-Student Interaction
M Analysis of Teaching Behavior
M Basic Skills in English
F Bill Cosby on Prejudice
V Changing Role of the Teacher
M Classroom Movement Patterns
M Classroom Observation Techniques
G Confrontation: A Human Relations Training Unit Simulation Game for Teacher and Administrator in a Multi-Ethnic Elementary and High School
S Current Conceptions of Educational Evaluation
M Diagnosis-Prescription System for Staff Development
K Effective Questioning — Elementary Level
K Effective Questioning Techniques for High School Discussions
M Electrical Circuits and Personalized Videotape Feedback
A,P Foreign Language Teacher Interacts
M Getting Started
G Ghetto
K Goals For Education
M Group Process
M Handwriting (Manuscript and Cursive)
S How to Prepare Teaching Performance Task
F,B Influencing Human Interaction (Interpersonal Process Recall)
G Insight
B Instructional System in Systematic and Objective Analysis of Instruction
K Interaction Analysis
M Interpersonal Growth
M Introductory Psychology
M Introductory Sociology
G Life Skills — Female Images
F Linguistics and Education
M Listening
M Mathematics for Elementary Teachers
M Non-Verbal Communication
F Portrait of Inner-City School: A Place to Learn
M Promoting Appropriate Language Patterns

M Psychology: An Individualized Course
M Reading Study Technique
K RUPS: Research Utilizing Problem Solving
M Teacher Behaviors
A Teaching Performance Tests and Educational Accountability
M Understanding and Using the Myers Briggs Type Indicator
S Using Teaching Performance Tests for Instructional Improvement and Skill Assessment

• 63 PLANNING FOR SELF-IMPROVEMENT AND IMPROVING SELF

M Accountability
S Achieving Professional Governance — I
S Achieving Professional Governance — II
K Backgrounds of Language
M Basic Skills in English
K Basic Teaching Skills
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
M Behavior Technology: Motivation and Contingency Management
F Breaking the Sound Barrier
K Cadre Training for Organizational Specialists
F Change — Training Teacher for Innovation
G,F Changing High School
V Changing Role of the Teacher
V,B Classroom Behavior
M Classroom Movement Patterns
M Classroom Observation Techniques
F,B Conceptualizing the Process of Instruction
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in Multi-Ethnic Elementary and High School
M Creative Thinking
K Cultural Awareness Package
M Demonstrating Legible Handwriting
M Developing Instructional Materials
M Developing Listening Skills
K Development of Higher Level Thinking Abilities
M Diagnosis-Prescription System for Staff Development
M Dictionary Skills
V Educating the Disadvantaged
F Effective Leadership
K Effective Questioning — Elementary Level
M Electrical Circuits and Personalized Videotape Feedback
K Experiments Teach
F Fine Art of Aggression
M Growth Producing Relationships
M Handwriting (Manuscript and Cursive)
K Higher-Cognitive Questioning
S How to Prepare Teaching Performance Tests
F,B Influencing Human Interaction (Interpersonal Process Recall)
K Instructional Institute Development Institute Program
B Instructional System in Systematic and Objective Analysis of Instruction
K Interaction Analysis
M Interpersonal Growth
M Introductory Sociology
M Introductory Psychology
G Life Skills: Power Plans
F Love's Beginning
M Mathematics for Elementary Teachers
M Mathematics in Elementary School: An Overview
B Mathematics Teachers Resource Book
M Media Production — Audio and Video Materials
M Media Production — Coloring
M Media Production — Illustration
M Media Production — Lettering
M Methods of Public School Music
V Micro-Teaching
M Module on Modules
M Nature of the Teaching Profession
F No Hiding Place
K Observation Teaches
M One and Two Point Freehand Perspective Drawing
M Participating Observer Program
F Perfect Race
V Piagetan Theory
G Planning the Evaluation of Educators: A Simulation
F Politics, Power and the Public Good
F Portrait of the Inner-City
F Portrait of Inner-City School: A Place to Learn
F Prior and Present Experience
M Probability I and Probability II
V Professional Decision-Making for Teachers
M Promoting Appropriate Language Patterns
K Puzzles and Mazes Teach
F Question of Chairs: The Challenge to American Education
M Reading Study Technique
B Research Utilizing Problem Solving — Classroom Version
M Social Sciences; An Application of the Scientific Method
M Supportive Teaching
M Teacher Behaviors
M Teaching of Science-Mathematics as Interdisciplinary Subject: Fractional Numbers and Ratio
M Teaching of Science-Mathematics as Interdisciplinary Subject: Geometry
M Teaching of Science-Mathematics as Interdisciplinary Subject: Science Teachers Resource Book, Volume S
M Telling Stories to Pupils
F Up is Down
S Using Teaching Performance Tests for Instructional Improvement and Skill Assessment
M Utilizing Phonics and Word Attack Skills
F We Can Grow

• 64 ACCEPTING RESPONSIBILITY

M Accountability
F Dehumanizing City . . . and Hymie Schultz
G EDPLAN
F Effective Leadership
M Entry Program
F Fine Art of Aggression
F Multitude of One(s) Learner Centered Schools
F Right to Live: Who Decides?
A Teaching Performance Tests and Educational Accountability
F Test
F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and I

• 65 DEVELOPING SUBJECT-RELATED SKILLS

M Addition — Meaning and Process
V American History: New Methods
F Arithmetic
M Background Information for Teaching Social Studies
M Background of American Educational Practice
K Backgrounds in Language
M Basal Approach to Teaching Reading
M Basic Sources of Social Studies Resources
M Basic Skills in English
K Basic Teaching Skills
M Becoming Familiar with Children's Books
S Benjamin Franklin's Plan
A,B Black Dialect
F Blinded Children in Sighted Physical Education Classes
F Childhood: The Enchanted Years
M Children's Literature in Elementary School
F,B Classroom Analysis Concepts
V,B Classroom Behavior
K Communication Arts Program

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M Community Study
M Compacs Reading Cluster
M Comprehension Skills
F Constructive Use of the Emotions
M Culturally Disadvantaged Youth
S Current Conceptions of Educational Evaluation
M Descriptive Statistics
K Developing Children's Oral Language
M Developing Children's Oral Language Skills
M Developing Comprehension Skills: A Learning Package
F Developing Effective Reading-Study Skills
M Developing Listening Skills
M Developing Map and Globe Skills
M Developing Reading Study Skills
M Developing Skills of Word Pronunciation and Word Meaning
M Developing Values for Reading
M Development of Children's Art
F Diagnosis — Formal and Informal
M Dictionary Skills
F Diversity
F Division as the Inverse of Multiplication
M Division — Meaning and Process
F Division of Fractional Numbers
K Early Elementary Learning System: A Social Multi-cultural Education
F Education in America: 17th and 18th Centuries
F Education in America: 19th Century
F Education in America: 20th Century Developments
M Educational Research and the Classroom Teacher
F Effective Leadership
F Electron Beam Tube
M Elementary School Math I
M Elementary School Math II
M Elementary School Social Studies — Inquiry
M Elementary School Social Studies: Scope and Sequence
F Embrology of Human Behavior
S,B Emphasis: Art Series
K English as a Second Language Package
M English Education Learning Task
M English, Speech, Literature
F English Teaching Tomorrow
M Environments in Modern Society
K Experiments Teach
F Experiments with Microwaves
F,B Fair Verbal Behavior
F Film Loop Techniques, Part I
F Film Loop Techniques, Part II
V Focus on Phonics
M Fostering Productive Thinking
F Four Teachers
M Fractional Numbers and Ratios
M Geometry
M Graphics in Children's Literature
M Growth and Development Through Adolescence
K Growth in Reading
F Half-Life Experiments
M Handwriting
K Historical Highlights in the Education of Black Americans
M History of Minority Groups: The Black Experience
F How the Historian Decides What Is Fact
K Individualizing Instruction in Mathematics
A Individualized Reading
A Individualizing Reading Practices
F Informal Classroom Activities
M Inquiry in Elementary Science
B Introduction to Education and Teaching
M Introductory Psychology
M Introductory Sociology
M Investigating Diverse Approaches to the Teaching of Reading
A Involving the Child in Math
A Involving the Child in Science
A Involving the Child in Social Studies
V,B Language Acquisition
F Language and Integration
M Language Arts
F Language Problems in the Schools
S,B Learners and Their Characteristics: Implications for Instructional Decision-Making
F Lesson in Teaching Science
M Linguistics Component; Set A: Nonstandard Varieties
M Listening
M Managing Elementary Social Studies Learning Activities
F Mathematics at Your Fingertips
M Mathematics for Elementary Teachers
M Mathematics in the Elementary School: An Overview
M Mathematical Proof
B Mathematics Teachers Resource Book
F Measurement of Elementary Charge
F Microphone Speaking
M Micro-Teaching
M Modern Fantasy for Children
K Modern Mathematics Activities for Primary Grades
M Modules in Reading and Language Arts
M Multiplication and Division of Whole Numbers
F Multiplication of Fractional Numbers
M Multiplication — Meaning and Process
M Music Education Learning Tasks
M Music for Children
F Naked Eye Astronomy
F Nature of Language
M Nature of Schools and Their Students
M Observation and Consideration of Teaching Levels and Types of Schools
M One and Two Point Freehand Perspective Drawing
F Orbit Plotting
M Organizing and Planning for Teaching Elementary Science
F Our World
M Personalizing Learning: A Self-Directed Planning Guide to Science A Process Approach, Levels A-F
M Personalizing Math
M Philosophy and Background of Team Teaching
M Phonic Word Attack Skills
F Phonics and Related Skills
F Photoelectric Effect
F Physical Education in Elementary Schools
F Physiological Aspects of Speech — Speakers with Cerebral Palsy
V Piagetan Theory
M Planning the Elementary Social Studies Curriculum
F Polaroid-Land Photography: Part I
F Polaroid-Land Photography: Part II
F Preparation for Reading
F Preventing Reading Failure
M Producing a Descriptive Narrative of a Child's Behavior
F Programmed Tutoring
M Promoting Appropriate Language Patterns
B Psychology of Teaching and Learning
F Question of Chairs: The Challenge to American Education
F Ratio
M Rational Numbers
M Reading Comprehension
F Reading is for Us Too
F,S,V Reading Skills and Their Development
K Really Understanding Concepts or In Frumious Pursuit of the Jabberwock
F Regional Variations

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M Reinforcement Theory into Practice
F Responsing to Literature
M School Health Problems
M School Organization Cluster
F Science Activities for Elementary Children
M Science Education Learning Tasks
F Science Fair
F Science Project
M Science Teachers Resource Book, Volume S
V Science Teaching
F See-Touch-Feel
M Self-Directed Instructional Program to Numeration
F Setting Up the Curre' Balance
M Social Science: An Application of Scientific Method
M Social Studies Education Learning Tasks
M Social Studies for the Elementary School: Organizing Knowledge for Instruction
V Social Studies Teaching
F Social Variations
M Sociocultural Foundations Component
M Speech Education Learning Tasks
V Speech-Hearing Therapy
M Spelling
M Spelling and Handwriting
F Stage Fright
F Story Problems
M Structural Word Attack Skills
F Subtraction with Expanded Notation
F Teaching About Physics and Society
M Teaching Arithmetic
M Teaching Grammar and Composition
S Teaching Number Concepts
S Teaching of Reading
K Teaching Reading Comprehension
M Teaching Reading Modules
M Teaching the Meaning of Numbers
M Theoretical Background
M Theory of Arithmetic — I
M Theory of Arithmetic — II
F They All Learn to Read
F Trogmoffy
V Two English Languages
M Understanding Intelligence and Interpreting I.Q.
M Using the Library
F Using the Oscilloscope
M Utilizing Phonics and Word Attack Skills
F Waves
F Waves, Modulation and Communication
M What is Reading Comprehension
M Word Recognition (Phonics)
F Working with the Current Balance

• 66 ACCEPTING OTHERS

F Becky
M Bicultural Program for the Black Child
F Bill Cosby on Prejudice
F Black and White Together
A,B Black Dialect
F Can We Immunize Against Prejudice?
F Change — Training Teachers for Innovation
G,F Changing High School
V Chicano Awareness
K Communication Arts Program I
M Community Study
V Compensatory Education
M Competency-Based Teacher Education Affective Modules
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
K Content Analysis of Textbooks for Black Students, Grades 1-3
M Creative Thinking
K Cross Cultural Communication Program
K Cultural Awareness Package
M Culturally Disadvantaged Youth
F Derrick
F Dream to Learn
M Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
K Early Elementary Learning System: A Social Multi-cultural Education
G EDPLAN
F Education and the Mexican-American, Part I and Part II
M Environments of Modern Society
F Eye of the Storm
F First and Fundamental R
F For All My Students
F Free Growth
G Ghetto
M Group Process
M Growth Producing Relationships
F Hey, Cab!
K Historical Highlights in the Education of Black Americans
M History and Culture of the Mexican-American: Historical Perspective
F I Am Also A You
F I Just Don't Dig Him
F,B Influencing Human Interaction (Interpersonal Process Recall)
G Insight
M Interculture Understanding — The Problem and a Process
M Interpersonal Growth
F Island in America
F Kindergarten: Twigs from a City Tree
F Language and Integration
F Language Problems in the Schools
G Life Skills: Decision I
G Life Skills: Objectives
G Life Skills: Power Plans
F Linguistics and Education
F Love's Beginning
F Marked for Failure
M Mexican-American: Basic Facts, States and Figures
F Mexican-Americans — The Invisible Minority
M Minorities in American Society — Their Children and the Education of Their Children
F No Hiding Place
M Non-Verbal Communication
M Parent-Teacher Conference
M Participating Observer Program
F Phyllis and Terry
F Portrait of a Disadvantaged Child: Tommy Knight
F Portrait of the Inner-City School: A Place to Learn
V Poverty, Language and Learning
M Prejudice
A Prejudice and You — A Learning Experience
F Prior and Present Experience
M Providing for Individual Differences in the Secondary School Studies Classroom
M Psychology: An Individualized Course
M Reality Therapy
F Regional Variations
F,G,B Simulation Games for Teachers — Elementary School
M Social Class, Values and School Behavior
M Social Conflicts in Modern Society
M Social Stratification in Modern Society
F Social Variations
M Sociocultural Foundations Component
F Spaces Between People
G Starpower

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M Strategies in Effective Curriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools
M Study of the American Negro — Phase I
M Study of the American Negro — Phase II
M Study of the Mexican-American People
S,B Teaching the Disadvantaged
F,B Teaching Strategies
F Techniques in Early Language Learning
F Tense: Imperfect
F Test
K Understanding Intergroup Relationships
F Up is Down
M Conflict Among School Roles
F We Can Grow
F Who Cops Out
G Women's Lib?

• 67 SOLVING PROBLEMS

M Accountability
F Child Who Cheats
M Classroom Group Meetings
K DAP Problem Solving Package
F Day the Insects Took Over
F Dehumanizing City . . . and Hymie Schultz
G EDPLAN
K Ernstspiel
F Fine Art of Aggression
F First and Fundamental R
F Give Me Instead a Catastrophe
M Group Process
F Historian's Method of Inquiry
F I Walk Away in the Rain
F I Who Am, Who Am I?
F Image in a Mirror
K Inner-City Simulation Laboratory
F Is It Always Right to Be Right?
F Julia
F Less Far Than the Arrow
G Life Skills: Decision I
G Life Skills: Objectives
G Life Skills: Power Plans
M Listening
F Marked for Failure
F No Reason to Stay
K Observation Teaches
F Phyllis and Terry
G Planning the Evaluation of Educators: A Simulation
F Poetry in Paul
F Politics, Power, and the Public Good
F Pride and Prejudice
V Professional Decision Making for Teachers
K Puzzles and Mazes Teach
K Reality Therapy
B Research Utilizing Problem Solving — Classroom Version
F Right to Live: Who Decides?
K Role-Playing in the Classroom
K RUPS: Research Utilizing Problem Solving
F Sense of Purpose
F,G,B Simulation Games for Teachers — Elementary School
F Some Courses Don't Count
F Spaces Between People
A System
K Teaching Problems Laboratory
F Tense: Imperfect
F Trouble with the Law
M Tutorial Techniques and School Records
M Value Conflict Among School Roles
F Welcome to the Third Grade
F What Do I Know About Benny
F When Parents Grow Old

• 70 DEVELOPING PUPIL SELF

M Accountability
F Aggressive Child
B Analysis of In-Service Problems; Formulating Complete Affective Objectives
F Approaches to Early Childhood Curriculum
M Basic Learning Tasks
F Blinded Children in Sighted Physical Education Classes
M Business Teacher Education Learning Tasks
F Can You Hear Me
F Chance at the Beginning
M Classroom Management: A Group Process
M Classroom Management and Discipline
B Consultation for Personalization in Public Schools: A Manual for Practitioners
K Cooperative Urban Teacher Education (CUTE)
K Developing Children's Oral Language
K Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
K Early Elementary Learning System: A Social Multi-cultural Education
M English Education Learning Tasks
F Glasser on Discipline
F Group Discussion Filmstrip Series
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
F Incident on Wilson Street
K Individually Guided Education
K Individually Guided Motivation
K Inquiry Role Approach
F Interaction in Learning
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
F Johnny
M Learning Activity Guide
F Morning for Jimmy
M Music Education Learning Tasks
F No Reason to Stay
F Objects and Activities in Learning
F Pathways Through Nursery School
F Portrait of Inner-City School: A Place to Learn
M Principles of Behavior Modification
M Principles of Reinforcement
V Reality Counseling in the Bronx
F Reality of Success
K Reality Therapy
K Responsive Follow Through Program
K Role-Playing in the Classroom
F Room to Learn
F School Without Failure
M Science Education Learning Tasks
M Self-Concept
M Social Studies Education Learning Tasks
M Sociocultural Foundations Component
F Spaces Between People
M Speech Education Learning Tasks
B Structured Tutoring I: The Structured Tutoring Model
F Tasks of Teaching
F Teach Me How I Can Do It Myself
S,B Teaching the Disadvantaged
M Teaching Reading (Elementary Level)
F Troubled Campers
M Tutorial Techniques and School Records
F Understanding the Gifted
M Values Education: A Social Studies Imperative
F Who Cops Out
F Worlds Apart

• 71 DEVELOPING PUPIL SELF-CONCEPT

V Ages 4 and 5

F Anyone Can
F Approaches to Early Childhood Curriculum
F Becky
F Beginning of Picture Making
F Better Way . . . Learning to Care
F Can We Immunize Against Prejudice?
F Careeer Awareness: The Alternative
F Charlie and The Golden Hamster: The Nongraded Elementary School
F Constructive Use of the Emotions
K Cultural Awareness Package
M Culturally Disadvantaged Youth
A Curriculum
F Day that Sang and Cried
M Development of Self-Concept and Helping Relationships
F Derrick
F Education and Mexican-American, Part I and Part II
V Educating the Disadvantaged
F Eye of the Storm
M Growth and Development
M History of Minority Groups: The Black Experience
S How Does a Child Grow
S How to Get Your Child to Listen to You and How to Listen to Your Child
F How's School, Enrique?
F I Wanna Be Ready
F,B Influencing Human Interaction (Interpersonal Process Recall)
F Island in America
F It Feels Like You're Out of the World
F Johnny Can Learn to Read
F Kindergarten: Twigs from a City Tree
M Linguistics Component; Set A: Nonstandard Varieties
F Love's Beginning
F Marked for Failure
F Mexican-Americans — The Invisible Minority
F More Different Than Alike
S,B Motivation in Teaching and Learning
F Old Enough But Not Ready
F Picture Making at the Gang Age
F Portrait of a Disadvantaged Child: Tommy Knight
K Responsive Head Start Program
F See-Touch-Feel
M Self-Concept
F,G,B Simulation Games for Teachers — Elementary School
F,G,B Simulation Games for Teachers — High School
A Teacher
F Time of Growing
S,B Understanding Children's Art Expression
F Up is Down
F,B Why Man Creates
F You and Your Classroom

• 72 DEVELOPING SOCIAL INTERACTION SKILLS

A Class as a Group
M Classroom Group Meetings
M Classroom Management: A Group Process
S Discipline in the Classroom
K Discussing Controversial Issues
F Dramatic Play . . . An Integrative Process for Learning
F English Teaching Tomorrow
M Group Dynamics
M Group Process
F Guiding Behavior
M Interculture Understanding — The Problem and a Process
F Kindergarten: Twigs from a City Tree
M Linguistics Component; Set A: Nonstandard Varieties
M Linguistics Component; Set A: The Nature of Language
F Meet Lisa
S School Beginnings: The First Weeks
M Simulation Games and Role-Playing
F,G,B Simulation Games for Teachers — Elementary School
F,G,B Simulation Games for Teachers — High School
M Sociodrama
F Time of Growing
M Using Sociodrama

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F How the Historian Decides What is Fact
F Objectives in the Cognitive Domain
F Teaching: A Question of Method

• CUES

K Increasing Student Participation
M Pre-Cuing

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

• CULTURE

- K Adult Basic Education Teacher — Teacher Aide Training Package
- M Assessing and Developing Readiness for Reading
- M Becoming Familiar with Children's Books
- M Bicultural Program for Black Child
- F Bill Cosby on Prejudice
- F Black and White Together
- F Can We Immunize Against Prejudice?
- G,F Changing High School
- V Chicano Awareness
- P Communication Arts Program I
- M Conceptualizing the Dynamics of a Community
- G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
- K Content Analysis of Textbooks for Black Students, Grades 1—3
- K Cross Cultural Communication Program
- K Cultural Awareness Package
- M Culturally Disadvantaged Youth
- F Drean to Learn
- K Early Elementary Learning System: A Social Multi-cultural Education
- F Education and the Mexican-American, Part I and Part II
- K English as a Second Language Package
- M Environments of Modern Society
- F Eye of the Storm
- F Free Growth
- F Hey, Cab!
- K Historical Highlights in Education of Black Americans
- M History and Culture of the Mexican-American: Historical Perspective
- M History of Minority Groups: The Black Experience
- F How's School, Enrique?
- F Identity Society
- M Interculture Understanding — The Problem and a Process
- M Introductory Sociology
- F Island in America
- M Managing Elementary Social Studies Learning Activities
- M Mexican-American: Basic Facts, States and Figures
- F Mexican-American — The Invisible Minority
- M Minorities in American Society — Their Children and the Education of Their Children
- F Morning for Jimmy
- M Neighborhood Survey
- F No Hiding Place
- M Obtaining Description Data on a Neighborhood or Community
- M Orientation to Community
- F Phyllis and Terry
- M Prejudice and You — A Learning Experience
- F Prior and Present Experience
- M Providing for Individual Differences in the Secondary Social Studies Classroom
- M Role and Function of the School in Dynamics of the Community
- B,F,G Simulation Games for Teachers — Elementary School
- B,F,G Simulation Games for Teachers — High School
- M Social Conflicts in Modern Society
- M Social Stratification in Modern Society
- M Sociocultural Foundations Component
- M Study of Mexican-American People
- M Study of the American Negro, Phase I
- M Study of the American Negro, Phase II
- F Tense: Imperfect
- K Understanding Intergroup Relations
- F Up is Down

• CURRICULUM

- F Achieving Relevance with the Curriculum
- M Addition — Meaning and Process
- K Adult Basic Education Teacher-Teacher Aide Training Package
- F Answers and Questions
- F Approaches to Early Childhood Curriculum
- F Choice is Yours
- M Concept of Number
- F Concept of the Open Lab
- K Content Analysis of Textbooks for Black Students, Grades 1—3
- F Continuous Progress Learning
- M Curriculum Component
- V Curriculum Development — Secondary
- S Curriculum Rationale
- S Deciding What to Teach
- M Division — Meaning and Process
- K Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
- K Early Education Learning System: A Social Multi-cultural Education
- M Electrical Circuits and Personalized Videotape Feedback
- K English as a Second Language Package
- F Hi, School! — Making the Curriculum Relevant
- F How Can the Curriculum for Individualized Education Be Determined?
- K I.G.E. Agency Kit and School Kit
- K I.G.E. Filmstrip Kit
- F Instructional Development
- K Instructional Development Institute Program
- F Make a Mighty Reach
- M Mathematics in Elementary School: An Overview
- B Mathematics Teachers Resource Book
- M Multiplication — Meaning and Process
- F Multitude of One(s) Learner Centered Schools
- S Now What
- V Open School for an Open Mind
- M Organizing and Planning for Teaching Elementary Science
- M Overview of Curriculum Rationale
- M Personalizing Learning: A Self-Directed Planning Guide to Science — A Process Approach, Levels A-F
- F Physical Education in Elementary Schools
- S Planning and Organizing for Teaching
- M Probability I and Probability II
- M Rational Numbers
- M Self-Directed Instructional Program to Numeration
- M Subtraction — Meaning and Process
- K Systems Innovation for Curriculum Development
- M Teaching of Science-Mathematics as an Interdisciplinary Subject: Fractional Numbers and Ratio
- M Teaching of Science-Mathematics as an Interdisciplinary Subject: Geometry
- M Teaching of Science-Mathematics as an Interdisciplinary Subject Series: Science Teachers Resource Book, Vol. S
- M Teaching of Science: A Self-Directed Planning Guide, Level M

• DEAF

- F Audiological Procedures with Pre-School Deaf Children
- F Breaking the Sound Barrier
- F Can You Hear Me
- S Parent Alert to Hearing Problems in Children
- S Patchwork
- F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
- K TV Kit for the Hearing Impaired

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• DECISION MAKING

- A Criterion-Referenced Instruction
- G EDPLAN
- M Elementary School Social Studies: Current Affairs and Controversial Issues
- K Ernstspiel
- M Grouping Children for Instruction in Team Teaching
- K I.G.E. Agency Kit and School Kit
- K I.G.E. Filmstrip Kit
- K Instructional Development Institute Program
- S,B Learners and Their Characteristics: Implications for Instructional Decision Making
- G Life Skills: Decision I
- S Meet Your Cooperating Teacher
- K Performance Objectives Package
- M Prerequisites for Good Planning Sessions in Team Teaching
- F Sense of Purpose
- M Sociodrama
- K Systematic and Objective Analysis of Instruction
- F Teacher Decision-Making
- M Teaching Contemporary Events and Handling Controversial Issues in Secondary Social Studies
- M Teaching Strategies: Decision-Making
- G Women's Lib?

• DEDUCTIVE TEACHING

- M Deductive Strategies
- M Teaching Strategies: Involvement/Inquiry

• DIAGNOSIS

- M Accountability
- F Audiological Procedures with Pre-School Deaf Children
- F Creative Kindergarten
- M Descriptive Statistics
- M Diagnosing Arithmetic Skills
- M Diagnosing Reading Ability
- M Diagnosing Reading Strengths: An Instructional Module
- M Diagnosing Student Difficulties
- F Diagnosis — Formal and Informal
- M Diagnosis in Mathematics
- M Diagnosis in Reading
- M Diagnosis in Teaching Mathematics
- M Diagnosis/Prescription Learning Package
- M Diagnosis — Prescription System for Staff Development
- M Evaluation and Assessment for Social Studies
- F Expanded Charlie McCarthy Film
- M Handwriting
- F How to Get Individualization Started
- F If These Were Your Children
- K Individualizing Instruction in Mathematics
- M Introduction to a Diagnosis — Prescription System for Staff Development
- F I.Q. — Questionable Criterion
- K Learners' Approaches to Learning
- S Making Your Own Tests
- M Methods and Techniques for Second Language Teaching: Listening and Speaking
- M Nature and Instructional Implications of Reading
- S Perceptual Skills
- M Personalizing Learning: A Self-Directed Planning Guide to Science A Process Approach, Levels A-F
- F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
- M Reading: Diagnosis and Correction
- K RUPS: Research Utilizing Problem Solving
- F Rx for Learning
- F Some Glimpses of Anthony: One Child — Many Challenges
- S Teacher Talks About Her Classroom
- M Teaching English as a Second Language: Applied Linguistics
- K Teaching Reading as Decoding
- M Teaching Reading Modules
- F Teaching the Way They Learn
- F Techniques of Non-Verbal Psychological Testing
- F They All Learn to Read
- F Time of Growing
- M Using Informal Diagnostic Tests in Reading Skills
- F,B Visualization — A Key to Reading
- M What Determines a Child's Reading Comprehension?
- F Why Billy Couldn't Learn

• DIALECTS

- M Developing Children's Oral Language Skills
- F Language and Integration
- F Regional Variations
- F Social Variations
- V Two English Languages

• DIFFERENTIATED STAFFING

- M Background, Philosophy and Purposes of Team Teaching
- M Classroom Strategies — Team Teaching
- M Differentiated Staffing
- F Differentiated Teaching Staff
- M Evaluation of Team Teaching and Children's Continuous Progress
- M Grouping Children for Instruction in Team Teaching
- K I.G.E. Agency Kit and School Kit
- K I.G.E. Filmstrip Kit
- M Materials and Resources Suggested for Team Teaching and Individualized Instruction
- M Prerequisites for Good Planning Sessions in Team Teaching
- M Roles of Professional and Paraprofessional Personnel in Team Teaching
- K Teacher/Teacher Aide Companion Training Program
- M Team Teaching
- M Team Teaching as a Facilitator of the Nongraded School
- F Team Teaching on the Elementary Level

• DISADVANTAGED CHILDREN

- F Approaches to Early Childhood Curriculum
- G Confrontation
- M Culturally Disadvantaged Youth
- V Educating the Disadvantaged
- F Interaction in Learning
- M Interculture Understanding — The Problem and a Process
- F Marked for Failure
- F Phyllis and Terry
- F Portrait of a Disadvantaged Child: Tommy Knight
- F Providing for Independence in Learning
- M Reading for the Disadvantaged
- M Social Conflicts in Modern Society
- M Social Stratification in Modern Society
- A Teaching the Disadvantaged
- S,B Teaching the Disadvantaged
- V Two English Languages
- F Worlds Apart

• DISCIPLINE

- F Aggressive Child
- M Classroom Discipline: A Learning Package
- F Classroom Management
- M Classroom Management and Discipline
- M Classroom Management: The Physical Environment
- F,A,B Classroom Protocols
- S CM — A Positive Approach to Motivation
- S,B Controlling Classroom Misbehavior
- M Coping with Classroom Management Problems

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S Discipline in the Classroom
F Glasser on Discipline
F Guiding Behavior
K Inner-City Simulation Laboratory
F Less Far Than the Arrow
M Planning To Avoid Individual and Classroom Management Problems
F Poetry in Paul
V Professional Decision Making for Teachers
K Role-Playing in the Classroom
B,F,G Simulation Games for Teachers — High School
K Substitute Teacher; An Idea Exchange
M Teacher Aide Training Guide for Classroom Teachers
K Teacher Aide Workshop
K Teacher-Competency Development System
A Teaching the Disadvantaged
K Teaching Problems Laboratory
S Your Child and Discipline
F You and Your Classroom

• DISCOVERY

F Lesson in Teaching Science
M Mathematics Laboratories
F Maths With Everything
K Process Education for Teachers Workshop
M Student — Centric Teaching Methods
M Teaching Arithmetic
F Toward Inquiry — Teaching Earth Science

• DISCUSSION

F Building Class Involvement
F Class Meeting on Class Meetings
M Conducting Discussions Using the Case Method
M Conducting Successful Classroom Discussions
K Discussing Controversial Issues
K Effective Questioning — Elementary Level
K Effective Questioning Techniques for High School Discussions
F,B Fair Verbal Behavior
F Group Discussion Filmstrip Series
K Higher Cognitive Questioning
M Inducing Student-Initiated Questions
F Lectures Are a Drag
K Questioning Skills
M Questioning Strategies
M Student-Centric Teaching Methods
M Teacher-Centric Teaching Methods
K Teaching Problems Laboratory
F,B Teaching Public Issues: Discussion Techniques
M Use of Role-Playing, Buzz Groups, Dramatization, Independent Task Groups, Discussion Groups and Brainstorming
M Using High Order Questions
F Why Class Meetings?

• DRAMA

M Creative Dramatics
M Developing Children's Oral Language Skills
F Dramatic Play . . . An Integrative Process for Learning
M English Education Learning Tasks
V English in a Decade of Change
F Responsing to Literature
M Student-Centric Teaching Methods
M Use of Role-Playing, Buzz Groups, Dramatization, Independent Task Groups, Discussion Groups and Brainstorming

• DROP OUTS

F Expanded Charlie McCarthy Film
F No Reason to Stay

• DRUG ABUSE

F Drug Abuse: Everybody's Hang-Up

• DRY MOUNTING INSTRUCTIONAL MATERIALS SERIES

F Dry Mounting: Basic Techniques
F Dry Mounting: Cloth Backing
F Dry Mounting: Display and Use
F Dry Mounting: Laminating and Lifting
F Dry Mounting: Special Techniques
F Dry Mounting: Using Ideas

• EARLY CHILDHOOD EDUCATION

F Approaches to Early Childhood Curriculum
F Arithmetic
F Audiological Procedures with Pre-School Deaf Children
F Blocks . . . A Material for Creative Play
F Blocks . . . A Medium for Perceptual Learning
F But He's Not an Ordinary Child
F Change at the Beginning
F Child Creates
F Childhood: The Enchanted Years
S,B Cognitive Skills
F Dramatic Play . . . An Integrative Process for Learning
K Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
M Elementary School Reading: Reading Readiness
F Embryology of Human Resources
F From Cradle to Classroom (Parts I and II)
F Guiding Behavior
F I Wanna Be Ready
F Kindergarten
F Kindergarten: Twigs from A City Tree
F Language
F Learning in Kindergarten
F Learning to Learn
F Light of Your Life
F Marked For Failure
S,B Motor Skills
S Nursery School and Kindergarten
S One Family, One Home Visitor and Learning
F Pathways Through Nursery School
F Primary Education in England
F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
K Responsive Head Start Program
F Room to Learn
S School Beginnings: The First Day
S School Beginnings: The First Weeks
F Setting the Stage for Learning
F Setting Up a Room . . . Creating an Environment for Learning
A Storytelling
F Task: Theory, Structure and Application
F Teach Me How I Can Do It Myself
F Teaching Basic Concepts
S Teaching Number Concepts
F Techniques of Non-Verbal Psychological Testing
F T.E.L.L. — Techniques in Early Language Learning
F This is the Way We Go to School
F Time to Move
S Training Program for Mothers
F What Does It Need to Grow
S What's Inside of Me
F World's Apart

• EARLY CHILDHOOD TEACHER TRAINING FILM SERIES

F Blocks . . . A Medium for Perceptual Learnings
F Dramatic Play . . . An Integrative Process for Learning

F Setting Up a Room . . . Creating an Environment for Learning

• EDUCATION IN AMERICA SERIES

F Education in America: The Nineteenth Century
F Education in America: The Seventeenth and Eighteenth Centuries
F Education in America: Twentieth Century Developments

• EDUCOURSE 1: ATTENDING BEHAVIOR; SKILLS FOR TEACHING EXCEPTIONAL CHILDREN SERIES

M Assessing Attending Behavior
M Devising and Implementing a Reinforcement System
M Eliciting Attending Behavior
M Using Teacher Attention to Modify Behavior

• EMOTIONAL DEVELOPMENT

F Aggressive Child
F Anger at Work
F Constructive Use of the Emotion
V Developmental Role of the School Psychological Consultant
F If These Were Your Children
F Image in a Mirror
M Introductory Psychology
F Loneliness . . . and Loving
F Love's Beginning
F This is the Way We Go to School
F Time of Growing
F Time to Move
F Violence Just for Fun

• EMOTIONALLY-DISTURBED CHILDREN

F Aggressive Child
F Johnny
V Montinari Clinical School
F Looking for Me
F Santa Monica Project
F Troubled Campers

• ENGLISH

M Basic Skills in English
M English Education Learning Tasks
V English in a Decade of Change
M English, Speech, Literature
F Responding to Literature

• ENGLISH AS A SECOND LANGUAGE

K English as a Second Language Package
F How's School, Enrique?
M Methods and Techniques for Second Language Teaching: Listening and Speaking
M Teaching English as a Second Language: Applied Linguistics

• ENVIRONMENT – SCHOOL

F Approach to School Site Development
G,F Changing High Schools
M Classroom Management: The Physical Environment
F Concept of the Open Lab
F For All My Students
F How Children Learn — The Turned-on Classroom
F Incident on Wilson Street
K Instructional Staff Development
M Learning Centers
F Make a Mighty Reach
M Managing Elementary Social Studies Learning Activities
V Open School for an Open Mind
M Organizing Learning Stations for the Language Arts
M Planning to Avoid Individual and Classroom Management Problems
F Portrait of the Inner-City School: A Place to Learn
M Preparing the Physical Environment for Learning
F Remarkable Schoolhouse
F Setting Up a Room . . . Creating an Environment for Learning
F Some Glimpses of Anthony: One Child — Many Challenges
K Systems Facilities in Flexible School Design for Media Usage
F T.E.L.L. — Techniques in Early Language Learning

• ETHNIC STUDIES

M Bicultural Program for the Black Child
F Bill Cosby on Prejudice
V Chicano Awareness
P Communication Arts Program I
V Compensatory Education
K Content Analysis of Textbooks for Black Students, Grades 1–3
K Cross Cultural Communication Program
K Cultural Awareness Package
M Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
K Early Education Learning System: A Social Multicultural Education
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K Historical Highlights in Education of Black Americans
M History and Culture of the Mexican-American: Historical Perspective
M History of Minority Groups: The Black Experience
F Incident on Wilson Street
K Inner-City Simulation Laboratory
F Island in America
F Language and Integration
M Mexican-American: Basic Facts, States and Figures
F Mexican-Americans — The Invisible Minority
M Minorities in American Society — Their Children and the Education of Their Children
F No Hiding Place
F Portrait of a Disadvantaged Child: Tommy Knight
A Prejudice and You — A Learning Experience
F Prior and Present Experience
B,F,G Simulation Games for Teachers — Elementary School
M Social Conflicts in Modern Society
M Social Stratification in Modern Society
F Social Variations
M Study of the American Negro, Phase I
M Study of the American Negro, Phase II
M Study of Mexican-American People
A Teaching the Disadvantaged
K Understanding Intergroup Relations
M Use of Community Resources

• ETHICS

M Professional Organizations
M Professional Relationships
M Teacher Professionalism and Accountability

•EVALUATION

B Analysis of In-Service Problems: Formulating Useful Instructional Objectives
M Assessing Student Behavior
M Construct Evaluation Items Appropriate to a Variety of Behaviorally-Stated Objectives
S Current Conceptions of Educational Evaluation
K Designing Effective Instruction
M Diagnosing Student Difficulties
M Educational Testing and Measurement
M Electrical Circuits and Personalized Videotape Feedback
M English Education Learning Tasks

S Establishing Performance Standards
M Evaluating Learning and Instruction
S Evaluation
M Evaluation and Assessment for Social Studies
M Evaluation of Team Teaching and Children's Continuous Progress
K Focus on Feedback
F Group Discussion Filmstrip Series
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
K Individualizing Instruction in Mathematics
S Instructional Supervision: A Criterion-Referenced Strategy
K Interaction Analysis
S Interpretating a Published Achievement Test
M Introduction to a Diagnosis — Prescription System for Staff Development
A Involving the Child in Social Studies
M Item Writing: Multiple-Choice
S Making Your Own Tests
S Modern Measurement Methods
M Norm-Referenced Tests: Selection, Administration and Interpretation
M Norm-Referenced Tests: Their Uses
M Overview of Evaluation
K Performance Objectives Package
G Planning the Evaluation of Educators: A Simulation
K Project Evaluation for Accountability
M Pupil Evaluation
M Purposes and Methods of Classroom Evaluation
M Reading Study Technique
K Really Understanding Concepts or in Frumious Pursuit of the Jabberwock
F Report Card
S Systematic Instructional Decision-Making
F Tasks of Teaching
K Test Interpretation Kit — An Introduction to the Language of Testing
M Using Informal Diagnostic Tests in Reading Skills

• EXCEPTIONAL CHILDREN

F Anyone Can
M Assessing Attending Behavior
F Audiological Procedures with Pre-School Deaf Children
F Becky
F Blinded Children in Sighted Physical Education Classes
F Can You Hear Me
F Care of the Young Retarded Child
M Divising and Implementing a Reinforcement System
M Eliciting Attending Behaviors
F Eternal Children
V Gifted Child
F Gifted Ones
F Guidelines for Development of Life Experience Units
F Inductive Teaching for Mentally Retarded
F If Feels Like You're Left Out of the World
F Julia
F Looking for Me
F Madison School Plan
F Marked for Failure
F Meet Lisa
V Montinari Clinical School
S,B Motor Skills
M Observing and Recording Behaviors Associated with Attention Defects
F Old Enough But Not Ready
S Parent Alert to Hearing Problems in Children
S Patchwork
F Physiological Aspects of Speech: Speakers with Cerebral Palsy
F Physiological Aspects of Speech: Speakers with Cleft Palates
F Pine School Summer
F Planning Experience Charts
F Principals of Parent-Child Programs for Pre-School Hearing Impaired
F Promise of Play
F Reading Is for Us Too
F Santa Monica Project
M Social and Emotional Disorders Relating to Defects in Ability to Process Cues
F Space Between People
V Speach-Hearing Therapy
F Teaching the Slow Learner
F Teaching the Way They Learn
F Time Is for Taking
F Understanding the Gifted
M Using Teacher Attention to Modify Behavior
F We Can Grow
F Why Billy Couldn't Learn

• FAMILY

F Becky
F But He's Not an Ordinary Child
G,F Changing High School
G Ghetto
F Home-School Interaction
F I Don't Want to Question Your Program, But . . .
G Impact: A Community Simulation
F I Want to Talk Right Now
K Inner-City Simulation Laboratory
F Loneliness . . . and Loving
M Minorities in American Society — Their Children and the Education of Their Children
F My Country Right or Wrong?
S One Family, One Home Visitor and Learning
F Portrait of a Disadvantaged Child: Tommy Knight
S School Beginnings: The First Day
M Sociocultural Foundations Component
M Study of the American Negro, Phase II
K Teaching Problems Laboratory
F T.E.L.L. — Techniques in Early Language Learning

• FEEDBACK

V,B Classroom Behavior
F,B Fair Verbal Behavior
M Growth Producing Relationships
S Knowledge of Results
M Supportive Teaching

• FIELD TRIPS

F Gifts of Time
F Objects and Activities in Learning
M Simulated Field Trip
M Utilizing Field Trips for Learning

• FILMS

F Facts About Film (2nd Edition)
F Film Loop Techniques, Part I
F Film Loop Techniques, Part II
F Film Research and Learning
S Instructional Materials
F Let Them Learn
S Me Nobody Knows
M Media Equipment Operation — Motion Picture Projector
M Motion Picture Projection
F New Dimensions Through Teaching Films
M Skills and Teaching Techniques of Cameras
F Unique Contribution
F Use of Media for Teaching Inquiry in the Secondary Social Studies
F Using the Classroom Film

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K Using Conventional Media: Use of Still and Motion Film in the Classroom

• FLEXIBLE SCHEDULE

F Excellence in Education: A New Look from the Orient
F Make A Mighty Reach
F Preparing for Variable Modular Scheduling
F Quiet Revolution

• FLOW CHARTS

M Developing Instructional Modules

• FOREIGN LANGUAGE INSTRUCTION

A,P Foreign Language Teacher Interacts

• GAMES AND GAMING

F Approaches to Early Childhood Curriculum
M Compiling and Using Instructional Games
K Designing an Instructional Game
K Designing Objectives — Orientated Instruction
F Educational Gaming
K Experiments Teach
K Games Teach
G Ghetto
G Insight
M Managing Elementary Social Studies Learning Activities
K Puzzles and Mazes Teach
V Simulation and Gaming
M Simulation Games and Role-Playing
M Simulations and Games in the Social Studies
V Teaching Games
F Use of Simulation Game
G Women's Lib?

• GEOGRAPHY

M Developing Map and Globe Skills
M Elementary School Social Studies . . . Maps and Globes
E Exploring Our Community
M Social Studies for the Elementary School: Skill Development . . . Maps and Globes
F Our World

• GHETTO

F Chance at the Beginning
V Compensatory Education
M Culturally Disadvantaged Youth
F Derrick
G Ghetto
K Inner-City Simulation Laboratory
F Interaction in Learning
F Kindergarten: Twigs from a City Tree
F Marked for Failure
F Phyllis and Terry
M Politics of School . . . Your Community
F Portrait of a Disadvantaged Child: Tommy Knight
F Portrait of the Inner-City
F Portrait of the Inner-City School: A Place to Learn
V Poverty, Language and Learning
F Promises to Keep
F Providing for Independence in Learning
G Starpower
S,B Teaching the Disadvantaged
A Teaching the Disadvantaged
F Way It Is

• GIFTED CHILDREN

V Gifted Child
F Gifted Ones
M Providing for Individualized Differences in the Secondary Social Studies Classroom
F Understanding the Gifted

• GOALS

B Analysis of In-Service Problems: Formulating Complete Affective Objectives
M Background of American Educational Practice
S Curriculum Rationale
S Deciding on Defensible Goals via Educational Needs Assessment
K Goals for Education
K Individually Guided Motivation
K Performance Objectives Package

• GRADING

S Determining Student Grades
M Educational Testing and Measurement
F Give Me Instead a Catastrophe
K Inner-City Simulation Laboratory
F Report Card
P Teach More Faster
F Teach More Faster: Part II
K Teaching Problems Laboratory

• GROUP DISCUSSION FILMSTRIP SERIES

S Care is Half the Cure and the Glass Blowers
S Larry the Limburger and the Flip Flop Family
S Onimod: the Land of Group Discussion
S Way I See It and the Brick and the Ball

• GROUPING

A Class as a Group
M Classroom Groupings
S Focus on the Individual — A Leadership Responsibility
A Group Development
M Grouping Children for Instruction in Team Teaching
S Grouping Students for Effective Learning
F How Can You Apply Team-Teaching and Nongrading to Your School?
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
S Individualizing Instruction
V Interpersonal Influence and the Small Group
K Nongraded Education for the Modern Elementary School
S Opening Classroom Structure
M Planning to Avoid Individual and Classroom Management Problems
F Preparing for Variable Modular Scheduling
S School Beginnings: The First Day
B School Organization
A Self-Directed Group Work
F Small Group Learning

• GROUP PROCESS

V,B Analyzing Group Processes
M Basic Learning Tasks
F Building Class Involvement
S Group Discussion Filmstrip Series
M Classroom Group Meetings
M Classroom Management: A Group Process
V Development Role of the School Psychological Consultant
M Introductory Psychology
A Group Development
M Group Dynamics
M Group Process
F Guiding Behavior
S Individualizing Instruction
V Interpersonal Influence and the Small Group
M Promoting Total Member Participation in Discussion Groups
F Small Group Learning
F,B Teaching Public Issues: Discussion Techniques
F Teaching Styles II

• GROWTH AND DEVELOPMENT

- M Age Differences
- S Art and the Growing Child
- S How Does a Child Grow
- M Awareness of Child Characteristics
- F Beginning of Picture Making
- F Blocks . . . a Material for Creative Play
- F Blocks . . .A Medium for Perceptual Learnings
- F Care of the Young Retarded Child
- F Childhood: The Enchanted Years
- M Child Study Package for Experience Teachers and Students of Teaching
- K Comprehensive Personal Assessment System
- M Development of Children's Art
- F Dramatic Play . . . An Integrative Process for Learning
- M Electrical Circuits and Personalized Videotape Feedback
- F Embryology of Human Behavior
- F Formal Thought
- F From Cradle to Classroom (Parts One and Two)
- M Growth and Development
- M Growth and Development Through Adolescence
- F If These Were Your Children
- F Incident on Wilson Street
- M Introduction to Reading Readiness
- F Invention of the Adolescent
- M I-STEP Syllabus, Individualized Secondary Teacher Education Program
- F Johnny
- V,B Language Acquisition
- M Learning Activity Guide
- M Methods of Research in Child Study and Observing and Recording Behavior
- V Piagetan Theory
- F Piaget's Developmental Theory: Classification
- M Pre-Assessment
- M Producing a Descriptive Narrative of a Child's Behavior
- M Reading Readiness
- M Recognizing How Children Develop
- M Record Keeping: Social, Affective, Physical Domain
- K Responsive Follow Through Program
- M School Health Problems
- M Self-Concept
- M Theoretical Background
- F Time of Growing
- S,B Understanding Children's Art Expression
- M Understanding the Physical Development Processes of Transecent
- F Up is Down
- F Who Cops Out
- F Worlds Apart

• HANDICAPPED CHILDREN

- F Anyone Can
- F Becky
- F Blinded Children in Sighted Physical Education Classes
- F Care of the Young Retarded Child
- F Julia
- F Looking For Me
- F Marked for Failure
- F Meet Lisa
- F Pine School Summer
- F Physiological Aspects of Speech: Speakers with Cerebral Palsy
- F Physiological Aspects of Speech: Speakers with Cleft Palates
- M Social and Emotional Disorders Relating to Defects in Ability to Process Cues

• HANDWRITING

- M Demonstrating Legible Handwriting
- M Handwriting
- M Handwriting (Manuscript and Cursive)
- M Language Arts: Improvement of Instruction in Handwriting
- M Modules in Reading and Language Arts
- M Spelling and Handwriting
- M Teaching Handwriting

• HEALTH PROBLEMS

- M School Health Problems
- F Things a Teacher Sees

• HEARING-IMPAIRED CHILDREN

- F Audiological Procedures with Pre-School Deaf Children
- F Breaking the Sound Barrier
- S Parent Alert to Hearing Problems in Children
- S Patchwork
- F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
- K TV Kit for the Hearing Impaired

• HIGHER-ORDER QUESTIONS

- M Bloom's Taxonomy
- K Higher-Cognitive Questioning
- M Questioning
- M Questions
- M Using High-Order Questions

• HISTORIAN'S METHOD OF INQUIRY SERIES

- F How the Historian Classifies Information
- F How the Historian Decides What Is Fact

• HISTORY

- V American History: New Methods
- M Elementary School Social Studies — Current Affairs and Controversial Issues
- M Elementary School Social Studies — Time and Chronology
- F Historian's Method of Inquiry
- F How the Historian Classifies Information
- F How the Historian Decides What Is Fact

• HISTORY OF EDUCATION

- M Background of American Educational Practices
- M Background, Philosophy and Purposes of Team Teaching
- S Benjamin Franklin's Plan
- F Education in America: The Nineteenth Century
- F Education in America: The Seventeenth and Eighteenth Centuries
- F Education in America: Twentieth Century Developments
- K Historical Highlights in Education of Black Americans
- M History and Philosophy of Education: Essentialism
- M History and Philosophy of Education: Perennialism
- M History and Philosophy of Education: Progressivism
- B Introduction to Education and Teaching
- F Question of Chairs: The Challenge to American Education

• HOMEWORK

- M Designing and Using Homework
- S,B Guided Study (Part I) and Homework (Part II)

• HOW TO PROVIDE PERSONALIZED EDUCATION IN PUBLIC SCHOOL SERIES

- F Can Individualization Work in Your School Systems?
- F How Can the Curriculum for Individualized Education Be Determined?
- F How Can You Apply Team-Teaching and Nongrading to Your School?
- F How Can You Make Individualization Work in Your School System?
- F Why Are Team-Teaching and Nongrading Important?

• HUMANIZING EDUCATION

- M Competency-Based Teacher Education Affective Modules

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

A Curriculum
F Enriching the School Environment
F How Children Learn — The Turned-On Classroom
F I Am Also a You
F No Reason To Stay
M Personalization
V Personalized System of Instruction
F Room to Learn
F School Without Failure

• HUMAN RELATIONS

F Anger At Work
F Bill Cosby on Prejudice
M Competency-Based Teacher Education Affective Modules
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
F Day that Sang and Cried
K Ernstspiel
M Group Dynamics
M Group Process
F Hey, Cab!
F I Just Don't Dig Him
F,B Influencing Human Interaction (Interperspnal Process Recall)
K Interpersonal Communications
M Interpersonal Growth
F Is It Always Right to be Right?
G Life Skills: Decision I
G Life Skills: Objectives
S Me Nobody Knows
M Non-Verbal Communications
M Parent-Teacher Conferences
M Prejudice
A Prejudice and You . . . A Learning Experience
M Reality Therapy
M Social Studies Education Learning Tasks
F Some Personal Learnings About Interpersonal Relationships
G Starpower
F Tense: Imperfect
K Understanding Intergroup Relations
F Who Cops Out

• HYPOTHESES

K Basic Teaching Skills
F Historian's Method of Inquiry
F Learning Through Inquiry
K Observation Teaches
F Scientific Method in Action
F Use of Transparencies

• INDIVIDUALLY GUIDED EDUCATION (I.G.E.)

K Individually Guided Education (I.G.E.)
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
F Many Roads
F One at a Time Together
F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and II
F Unit Meeting

• INDEPENDENT STUDY

M Individualized Instruction
S Individualized Instruction
M Planning To Avoid Individual and Classroom Management Problems
M Selecting an Instructional Mode
F Walls

• INDIVIDUALIZED INSTRUCTION

A Adapting to Student Differences
M Adjusting Objectives for Individual Learners
F Answers and Questions
M Approaches to Reading — Instructionalized Reading
M Assessing and Developing Readiness for Reading
M Background, Philosophy and Purposes to Team Teaching
M Becoming Familiar with Children's Books
V Behind the Classroom Door
F Can Individualization Work in Your School System?
F Charlie and the Golden Hamster — Nongraded Elementary School
F Concept of the Open Lab
F Creative Kindergarten
M Developing an Instructional Package
M Developing Learning Options for Varied Learning Styles
F Diversity
F Emerging Educational Patterns Film Series
V English in a Decade of Change
M Evaluation of Team-Teaching and Children's Continuous Progress
F Excellence in Education: A New Look from the Orient
S Focus on the Individual — A Leadership Responsibility
V Gifted Child
M Grouping Children for Instruction in Team Teaching
F How Can the Curriculum for Individualized Education Be Determined?
F How Can You Apply Team Teaching and Nongrading to Your School?
F How Can You Make Individualization Work in Your School System?
F How Children Learn — The Turned-On Classroom
F How to Get Individualization Started
F How to Get Individualization Started — A Further Exploration
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
F Improbable Form of Master Sturm — The Nongraded High School
M Individualized Instruction
S Individualized Instruction
A Individualized Reading
M Individualizing Instruction
K Individualizing Instruction in Mathematics
F Individualizing Reading Instruction in the Classroom
A Individualizing Reading Practices
A Individualizing Teaching and Learning
K Individually Guided Education (I.G.E.)
K Individually Guided Motivation
K Inner-City Simulation Laboratory
V Instructional Technology in Education
M Introductory Psychology
A Involving the Child in Math
A Involving the Child in Science
M Language Arts: Improvement of Instruction in Spelling
S,B Learners and Their Characteristics: Implications for Instructional Decision-Making
M Learning Centers
F Learning in Kindergarten
F Many Roads
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
F More Different than Alike
F Multitude of One(s) Learner Centered Schools
F One at a Time Together
M Open Classroom Concept
F Open Classroom in America
V Open School for an Open Mind
M Organizing and Planning for Teaching Elementary Science
K Organizing Independent Learning, Intermediate Level
K Organizing Independent Learning, Primary Level
M Organizing Learning Stations for the Language Arts

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S Perceptual Skills
F Performance Curriculum
M Personalization
M Personalized Learning: A Self-Directed Planning Guide to Science: A Process Approach, Level A-F
V Personalized System of Instruction
A Personalizing Math
M Planning Creative Activities for Independent Learning
F Preparing for Variable Modular Scheduling
M Prerequisites for Good Planning Sessions in Team Teaching
F Preventing Reading Failure
F Promises to Keep
M Providing for Individual Differences in the Secondary Social Studies Classroom
B Psychology of Teaching and Learning
M Roles of Professional and Paraprofessional Personnel in Team Teaching
F Rx for Learning
M School Organization Cluster
F School Without Failure
M Selecting Commercial Materials
A Self-Directed Group Work
F Some Principles of Nongrading and Team Teaching
A Strategies for Personalized Learning
B Structured Tutoring I: The Structured Tutoring Model
F Success Oriented Classrooms
F Teach Me How I Can Do It Myself
F Teacher and Technology
K Teacher-Competency Development System
F Teaching Basic Concepts
M Teaching of Science: A Self-Directed Planning Guide, Level M
K Teaching Problems Laboratory
K Teaching Reading as Decoding
F Teaching the One and the Many
F Teaching the Way They Learn
M Team Teaching as a Facilitator of Nongraded School
F,B Team Teaching in the Elementary School
F T.E.L.L. — Techniques in Early Language Learning
F They All Learn to Read
F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and II
M Tutorial Techniques and School Records
M Tutoring
M Understanding and Using the Myers Briggs Type Indicator
F Understanding the Gifted
F Unit Meeting
F Up Is Down
F What Does It Need to Grow?
F What's New at School?
F Why are Team-Teaching and Nongrading Important?
F Working Together

• INDIVIDUALIZED MULTI-MEDIA APPROACH TO STUDY OF TEAM TEACHING SERIES

M Background, Philosophy and Purposes
M Evaluation of Team Teaching and Children's Continuous Progress
M Grouping Children for Instruction
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
M Prerequisites for Good Planning Sessions
M Roles of Professional and Paraprofessional Personnel
M Team Teaching as Facilitator of Nongraded School

• INDUCTIVE PROCESS

F How the Historian Classifies Information
F How the Historian Decides What Is Fact
M Inductive Strategies
M Inductive Verbal Concept Development
M Inquiry in Elementary Science
M Micro-Teaching for Education 301
M Problem-Solving Simulation Module
M Selecting an Instructional Mode
M Student Participation in the Teaching-Learning Process: Inquiry, etc.
F Teaching Arithmetic
M Teaching Strategies: Involvement/Inquiry
M Verbal Behavior Classification System

• INNER-CITY SCHOOLS

F Chance at the Beginning
K Cooperative Urban Teacher Education (CUTE)
G Ghetto
K Inner-City Simulation Laboratory
F Kindergarten: Twigs from a City Tree
M Politics of Schools — Your Community
F Portrait of the Inner-City
F Portrait of the Inner-City School: A Place to Learn
F Promises to Keep
F Sit Down and Shut Up
M Strategies in Effective Curriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools

• INNOVATION

F Approaches to Early Childhood Curriculum
F Chance at the Beginning
F Change — Training Teachers for Innovation
F Creativity and Learning
A Curriculum
F Emerging Educational Patterns Film Series
F Excellence in Education: A New Look from the Orient
F Experiment in Education
S Focus on the Individual — A Leadership Responsibility
F Incident on Wilson Street
F Language
F Learning in Kindergarten
F Make a Mighty Reach
F More Different than Alike
F Multitude of One(s) Learner Centered Schools
F Performance Contracting — The Grand Rapids Experience
F Project Discovery Demonstration in Education
F Quiet Revolution
F Remarkable Schoolhouse
F Task: Theory, Structure and Application
F Teaching Basic Concepts
F Teaching the One and the Many
F Time to Move
F What's New at School?
F Worlds Apart

• INQUIRY

M Acquisition of Questioning Skills
F Adult as Enabler: When, Who, and How Much?
K Basic Teaching Skills
M Classroom Strategies — Inquiry
K DAP Problem-Solving Package
K Development of Higher Level Thinking Abilities
F Division as the Inverse of Multiplication
F Division of Fractional Numbers
M Elementary School Social Studies — Inquiry
K Facilitating Inquiry in the Classroom
F Historian's Method of Inquiry
F How the Historian Classifies Information
F How the Historian Decides What Is Fact
M Inducing Student-Initiated Questions
M Inductive Verbal Concept Development
M Inquiry in Elementary Science
K Inquiry Role Approach
K Instructional Staff Development
M Interpreting Data
A Involving the Child in Science

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A Involving the Child in Social Studies
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
F Learning Through Inquiry
F Lectures are a Drag
F Lesson in Teaching Science
G Life Skills: Decision I
G Life Skills: Female Images
G Life Skills: Objectives
G Life Skills: Power Plan
M Managing Elementary Social Studies Learning Activities
M Mathematics Laboratories
F Maths With Everything
M Performance Skills in Inquiry
K Process Education for Teachers Workshop
F Ratio
M Science Education Learning Tasks
F Scientific Method in Action
M Social Sciences: An Application of the Scientific Method
M Social Studies Education Learning Tasks
M Student Participation in the Teaching Learning Process: Inquiry, etc.
A Teacher
S Teacher Talks About Her Classroom
F,B Teaching Public Issues: Discussion Techniques
M Teaching Strategies: Involvement/Inquiry
K Three Teaching Strategies
F Use of Simulation Game

• INSTRUCTIONAL DESIGN

M About the Instructional Model
S Appropriate Practice
K Building a Perceptual-Motor Experience
K Comprehensive Planning Instructional System
F,B Conceptualizing the Process of Instruction
S Deciding What to Teach
M Designing a Learning Activity
K Designing Effective Instruction
K Designing Objectives — Oriented Instruction
M Developing Instructional Modules
K Developmental Testing
M Evaluating Learning and Instruction
F Instruction Development
M Planning an Instructional Sequence
S Planning and Organizing for Teaching
K Toward an Understanding of Perceptual-Motor Programs

• INSTRUCTIONAL MATERIALS

M Art in the Elementary School
F Audio-Visual Production Technique Series
M A/V Production (Visual)
K Basic Educational Graphics: Local Production Techniques and Use of Graphics in the Classroom
M Basic Sources of Social Studies Resources
V Behind the Classroom Door
F Blocks . . . A Material for Creative Play
F Blocks . . . A Medium for Perceptual Learnings
S,B Cameras in Education: Production and Use of Instructional Slides
F Chance at the Beginning
M Constructing a Resource File
K Designing an Instructional Game
M Developing an Art Activities File
M Developing Instructional Modules
F Display and Presentation Boards
F Dry Mounting: Basic Techniques
F Dry Mounting: Cloth Backing
F Dry Mounting: Display and Use
F Dry Mounting: Laminating and Lifting
F Dry Mounting: Special Techniques
F Dry Mounting: Using Ideas
M Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
K Early Elementary Learning System: A Social Multi-cultural Education
S Educational Media
M Elementary School Math I
M Elementary School Math II
F Flannel Boards and How to Use Them
M Fostering Creativity
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
K Instructional Development Institute Program
M Instructional Materials
S Instructional Materials
M Instructional Modules: What They Are
M Instructional Resources: Evaluation, Selection and Utilization
K Interaction Teaches
M Introduction — Theoretical Backgrounds in Audio-Visual Instruction
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
K Learners' Approaches to Learning
M Learning Activities
M Learning Activity Guide
F Learning to Learn
F Let Them Learn
M Locating and Utilizing Instructional Media Materials
F Magazines to Transparencies
M Managing Elementary Social Studies Learning Activities
M Manipulative Materials in Classroom
F Many Roads
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
F Media Center in Action
K Media Memos
K Media Production — Display and Manipulative Devices
K Media Production — Transparencies
M Music for Children
F New Dimensions Through Teaching Films
M Organizing and Planning for Teaching Elementary Science
M Organizing Learning Stations for the Language Arts
M Personalized Learning: A Self-Directed Planning Guide to Science A Process Approach Levels A-F
M Phonic Analysis Skills
M Planning the Elementary Social Studies Curriculum
F Project Discovery — Demonstration in Education
M Selecting Appropriate Instructional Materials
M Selecting Commercial Materials
F Setting Up a Room . . . Creating an Environment for Learning
M Skills for Visual Display
M Social Studies for the Elementary School: Skill Development — Maps and Globes
M Still Projection
K Systems Facilities in Flexible School Design for Media Usage
P Teach More Faster
F Teach More Faster: Part I
F Teach More Faster: Part II
M Teacher-Made Teaching Aids
S Teacher Talks About Her Classroom
F Teaching the One and the Many
M Teaching of Science: A Self-Directed Planning Guide, Level M
K Teaching Problems Laboratory
F Time to Move

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F Unique Contribution
F Use of Transparencies
K Using Conventional Media: Use of Still and Motion Film in the Classroom
M Using Instructional Materials in Teaching Mathematics
F Using the Classroom Film

• INTELLIGENCE

V Gifted Child
F Gifted Ones
M Growth and Development
F Introduction to the Stanford-Binet Test of Intelligence
M Introductory Psychology
F I.Q. — Questionable Criterion
V Piagetan Theory
F Understanding the Gifted
M Understainding Intelligence and Interpreting I.Q.
A Use of Standardized Tests by Teachers
F,B Visual Perception and Failure to Learn

• INTERACTION

K Cross Cultural Communication Program
M Experimental Model to Enable Instructional Managers to Demonstrate Interaction Competency
F Group Discussion Filmstrip Series
M Group Dynamics
M Group Process in Task Team
M Growth Producing Relationships
F,B Influencing Human Interaction (Interpersonal Process Recall)
M I—STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
M Personalized Classroom Interaction: A Self-Directed Strategy for Cooperating Teacher and Advising Teachers
M Questioning Strategies
M Response Strategies
M Strategies in Effective Curriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools
M Using High Order Questions

• INTERACTION ANALYSIS

K Analysis of In-Service Problems: Teacher-Student Interaction
M Analyzing Teacher Behavior
M Elementary Social Studies Instruction
F,B Fair Verbal Behavior
A,P Foreign Language Teacher Interacts
K Interaction Analysis
V Interaction Analysis
K Interaction Analysis Training Kit — Level I (Part I of Two Part Kit)
K Interaction Analysis Training Kit — Level II (Part II of Two Part Kit)
K Instructional Staff Development
M Questioning Strategies
K Response Repertoire
M Response Strategies
F,B Verbal Interaction in the Cognitive Dimension

• INTERPERSONAL

M Competency-Based Teacher Education Modules
M Growth Producing Relationships
F,B Influencing Human Interaction (Interpersonal Process Recall)
B Instructional Systematic and Objective Analysis of Instruction
M Interpersonal Growth
F Open Classroom in America
F Some Personal Learnings About Interpersonal Relationships

• INTERVIEWING

M Elementary School Social Studies — Time and Chronology
M Elementary School Social Studies — Values Education
F,B Influencing Human Interaction (Interpersonal Process Recall)
F Interviewing Class Meeting Guests

• ISSUES

M Background of American Educational Practice
V Behind the Classroom Door
V Chicano Awareness
F Day that Sang and Cried
G EDPLAN
F From Cradle to Classroom (Parts One and Two)
A Individualizing Teaching and Learning
K Inner-City Simulation Laboratory
F Is It Always Right to be Right?
S Now What
K Parents and Teachers Together (for Benefit of Children)
V Shaping Education for the Seventies
G Starpower
F Teaching: A Question of Method
K Teaching Problems Laboratory
A Teaching the Disadvantaged
F Test
K Understanding Intergroup Relations
F Who Cops Out
G Women's Lib?
F You and Your Classroom

• INVOLVEMENT

F Achieving Relevance with the Curriculum
F Building Class Involvement
M Growth Producing Relationships
K Increasing Student Participation

• KINDERGARTEN

F Child Creates
F Creative Kindergarten
K Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
F Kindergarten
F Kindergarten: Twigs from a City Tree
F Learning in Kindergarten
S Nursery School and Kindergarten

• LANGUAGE ARTS

M Approaches to Reading — Linguistics Approach
M Approaches to Reading — The Basal Series
M Authors of Children's Books
K Backgrounds in Language
M Becoming Familiar with Children's Books
M Children's Literature in the Elementary School
P Communication Arts Program I
K Communication by Voice and Action
K Communications: The Problem Approach
M Comparing and Contrasting Literature for and with Children
M Controversies
M Creative Dramatics
M Demonstrating Legible Handwriting
M Developing Children's Listening Skills
K Developing Children's Oral Language
M Developing Children's Oral Language Skills
M Developing Comprehension Skills: A Learning Package
M Developing Listening Skills
M Diagnosing Reading Strengths: An Instructional Module
M Dictionary Skills
M English, Speech, Literature

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V Focus on Phonics
M Graphics in Children's Literature
M Handwriting
M Handwriting (Manuscript and Cursive)
M History and Development of Children's Literature
M Involving Children with Literature
A Involving the Child In Language Arts
M Language Arts: Improvement of Instruction in Handwriting
M Language Arts: Improvement of Instruction in Listening
M Language Arts: Improvement of Instruction in Oral Communication
M Language Arts: Improvement of Instruction in Spelling
M Language Arts: Improvement of Instruction in Written Communication
K Language Experience Approach to Reading
F Langauge Problems in the Schools
F Learning Through the Arts
F Less Far Than the Arrow
F Linguistics and Education
M Linguistics Component; Set A: Nonstandard Varieties
M Linguistics Component; Set A: The Nature of Language
M Listening
S Me Nobody Knows
M Methods and Techniques for Second Language Teaching: Listening and Speaking
M Methods, Materials, Theories and Observations
M Micro-Teaching
M Modern Fantasy for Children
M Modern Realistic Fiction for Children
M Modules in Reading and Language Arts
F Open Classroom in America
M Organizing Learning Stations for the Language Arts
F Poetry in Paul
V Poverty, Language and Learning
M Promoting Appropriate Language Patterns
K Reading in the High School
M Skills of Word Pronunciation and Word Meaning
M Spelling
M Spelling and Handwriting
A Storytelling
K Teacher/Teacher Aide Companion Training Program
M Teaching English as a Second Language: Applied Linguistics
M Teaching Grammar and Composition
M Teaching Handwriting
M Teaching Pupils How to Spell
M Teaching Speaking and Listening Skills
M Telling Stories to Pupils
S Three Honorable Wishes
F Trogmoffy
V Two English Languages
M Utilizing Phonics and Word Attack Skills
S What's Inside of Me

• LANGUAGE DEVELOPMENT

F Creative Kindergarten
F Language
V,B Language Acquisition
F Language and Integration
F Nature of Language
V Poverty, Language, and Learning
F Prior and Present Experience
F Regional Variations
F Social Variations
F T.E.L.L. — Techniques in Early Language Learning
V Two English Languages

• LANGUAGE: THE SOCIAL ARBITER SERIES

F English Teaching Tomorrow
F Language and Integration
F Language Problems in the Schools
F Language . . . The Social Arbiter
F Linguistics and Education

• LARGE GROUP INSTRUCTION

A Class as a Group
F Emerging Educational Patterns Film Series
S Individualizing Instruction
F Large Group Instruction
M Selecting an Instructional Mode

• LAW

M Foundations of Education
B Introduction to Education and Teaching
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
M Professional Relationships

• LEADERSHIP

K Cadre Training for Organizational Specialists
F Effective Leadership
K Ernstspiel
S Focus on the Individual — A Leadership Responsibility
G Impact: A Community Simulation
F Right to Live: Who Decides?

• LEARNER SERIES

F I'm Not Too Famous At It
F It Feels Like You're Left Out of the World
F Old Enough But Not Ready
F Teaching the Way They Learn

• LEARNING

F Bright Boy, Bad Scholar
S,B Cognitive Skills
M Concept Formation — Concept Teaching
F,B Conceptualizing the Process of Instruction
F Creativity and Learning
M Developing Learning Options for Varied Learning Styles
F Formal Thought
M Growth and Development
M Growth and Development Through Adolescence
S,B Guided Study (Part I) and Homework (Part II)
F I'm Not Too Famous At It
F It Feels Like You're Left Out of the World
S,B Learners and Their Characteristics: Implications for Instructional Decision-Making
F Learning and Behavior (The Teaching Machine)
F Learning Is Observing
F Learning Methods — Building Blocks to Knowledge
S,B Motivation in Teaching and Learning
F Motivation Theory for Teachers
P Motivation Theory for Teachers
F Old Enough But Not Ready
F Piaget's Developmental Theory: Classification
M Programmed Instruction
M Psychological Foundations I, Types of Learning
M Psychology: An Individualized Course
B Psychology of Teaching and Learning
F Reinforcement Theory for Teachers
P Reinforcement Theory for Teachers
F Retention Theory for Teachers
P Retention Theory for Teachers
M Selecting Learning Strategies
P Teach for Transfer
P Teach More Faster
F Teach More Faster: Part I
F Teach More Faster: Part II
F Teacher Decision Making
M Teaching and Learning in the Three Domains
F Teaching the One and the Many

M Theoretical Background
F,B Visual Perception and Failure to Learn
F,B Visual Perception Training in the Regular Classroom
F What Do You Think?

• LIBRARY-LEARNING CENTERS

M General Library and Resource Center Skills
F Library Learning Centers: What's Happening
M Locating and Utilizing Instructional Media Materials
F Media Center in Action
K Systems Facilities in Flexible School Design for Media Usage
M Using the Library

• LECTURES

M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
M Classroom Strategies — Lecture Demonstration
K Presentation Skills
F Reporting and Explaining
M Teacher-Centric Teaching Methods

• LINGUISTICS

M Approaches to Reading — Linguistics Approach
K Background in Language
A,B Black Dialect
M Developing Children's Oral Language Skills
M Developing Skills of Word Pronunciation and Word Meaning
F English Teaching Tomorrow
V,B Language Acquisition
F Language and Integration
F Language Problems in the Schools
F Linguistics and Education
M Linguistics Compoenent; Set A: Nonstandard Varieties
M Linguistics Component; Set A: The Nature of Language
M Methods and Techniques for Second Language Teaching: Listening and Speaking
F Nature of Language
V Poverty, Language and Learning
F Regional Variations
F Social Variations
M Teaching English as a Second Language: Applied Linguistics

• LISTENING SKILLS

F Communication by Voice and Action
M Developing Children's Listening Skills
M Developing Listening Skills
F Group Discussion Filmstrip Series
S How To Get Your Child To Listen To You and How To Listen To Your Child
F,B Influencing Human Interaction (Interpersonal Process Recall)
M Language Arts: Improvement of Instruction in Listening
M Listening
S,B Listening: From Sound to Meaning
M Music Listening Activities in the Elementary Classroom
F Some Personal Learnings About Interpersonal Relationships

• MAKING BEHAVIORAL OBJECTIVES MEANINGFUL SERIES

F Behavioral Objectives and Accountability
F Objectives in the Affective Domain
F Objectives in the Cognitive Domain

• MANAGEMENT

M Background, Philosophy and Purposes of Team Teaching
F Child Who Cheats
M Classroom Discipline: A Learning Package
F Classroom Management
M Classroom Management and Discipline
M Classroom Management: The Physical Environment
S CM — A Positive Approach to Motivation
M Coping with Classroom Management Problems
F Day the Insects Took Over
A Group Development
M Grouping Children for Instruction in Team Teaching
F Guiding Behavior
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
K Inner-City Simulation Laboratory
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
F Less Far Than the Arrow
M Managing Elementary Social Studies Learning Activities
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
S,B Motivation in Teaching and Learning
F Multitude of One(s) Learner-Centered Schools
M Planning To Avoid Individual and Classroom Management Problems
F Poetry in Paul
M Prerequisites for Good Planning Sessions in Team Teachin
M Reinforcement
M Roles of Professional and Paraprofessional Personnel in Team Teaching
M School Organization Cluster
A Self-Directed Group Work
B,F,G Simulation Games for Teachers — High School
K Substitute Teacher; An Idea Exchange
M Teacher Aide Training Guide for Classroom Teachers
M Team Teaching as Facilitator of Nongraded School

• MANAGEMENT DEVELOPMENT SERIES

F Constructive Use of Emotions
F Effective Leadership

• MATHEMATICS

M Addition and Subtraction of Whole Numbers
F Arithmetic
S,B Cognitive Skills
M Content of Elementary School Mathematics Series
M Decimals, Ratio, Proportion, Percent
M Diagnosing Arithmetic Skills
M Diagnosis in Mathematics
M Diagnosis in Teaching Mathematics
F Division as the Inverse of Multiplication
F Division of Fractional Numbers
M Elementary School Math I
M Elementary School Math II
F Formal Thought
M Fractional Numbers and Ratio
M Geometry
M Geometry and Measurement
F How To Get Individualization Started
F How To Get Individualization Started — A Further Exploration
K Individualizing Instruction in Mathematics
A Involving the Child in Math
M Mathematical Proof
M Mathematics and Math Education: Unit Descriptions
F Mathematics at Your Fingertips
M Mathematics for Elementary Teachers
M Mathematics Instructional Modules
M Mathematics Laboratories
B Mathematics Teachers Resource Book
F Maths With Everything
K Modern Mathematics Activities for Primary Grades
M Motivation — With an Emphasis on Mathematics
M Multiplication and Division of Whole Numbers

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

F Multiplication of Fractional Numbers
F Open Classroom in America
A Personalizing Math
F Ratio
M Rational Numbers
F Story Problems
F Subtraction with Expanded Notation
F Task: Theory, Structure, and Application
M Teacher-Directed Approach to Teaching Mathematics
S Teaching Number Concepts
M Teaching the Meaning of Numbers
M Theory of Arithmetic — I
M Theory of Arithmetic — II
M Using Instructional Materials in Teaching Mathematics

• MEASUREMENT

M Construct Evaluation Items Appropriate to a Variety of Behaviorally Stated Objectives
M Criterion Testing
S Current Conceptions of Educational Evaluation
M Descriptive Statistics
F Diagnosis — Formal and Informal
M Educational Testing and Measurement
S Establishing Performance Standards
M Frequency Distribution and the Normal Curve
M Item Analysis
M Item Writing: Essay, Oral, Process and Product
M Item Writing: Alternative Choice, Matching, Completion, Short Answer
M Item Writing: Multiple-Choice
S Making Your Own Tests
M Measures of Central Tendency
K Modern Mathematics Activities for Primary Grades
S Modern Measurement Methods
M Norm Reference Tests: Their Uses
S Opening Classroom Structure
M Scoring and Grading
M Standard Scores
K Test Interpretation Kit — An Introduction to the Language of Testing
M Whole Test Construction

• MEDIA

M Art in the Elementary School
F Audio-Visual Equipment Series
F Audio-Visual Equipment Operation "B" Series
F Audio-Visual Production Technique Series
F Audio-Visual Supervisor
M A/V Production (Visual)
K Basic Educational Graphics: Local Production Techniques and Use of Graphics in the Classroom
M Basic Learning Tasks
V Behind the Classroom Door
S,B Cameras in Education: Production and Use of Instructional Slides
M Developing Skills and Teaching Techniques with Media Equipment
F Display and Presentation Boards
F Dry Mounting: Basic Techniques
F Dry Mounting: Cloth Backing
F Dry Mounting: Display and Use
F Dry Mounting: Laminating and Lifting
F Dry Mounting: Special Techniques
F Dry Mounting: Using Ideas
S Educational Media
M English Education Learning Tasks
M Equipment Operation
F Facts About Film (2nd Edition)
F Facts About Projection
F Film Research and Learning
F Flannel Boards and How to Use Them
M General Library and Resource Center Skills
K Instructional Development Institute Program
M Instructional Resources — Evaluation, Selection and Utilization
V Instructional Technology in Education
M Introduction — Theoretical Background in Audio-Visual Instruction
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
V ITV Utilization
M Learning Activity Guide
F Let Them Learn
M Locating and Utilizing Instructional Media Materials
F Magazines to Transparencies
M Manipulative Materials in Classroom
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
F Media Center in Action
M Media Equipment Operation — Motion Picture Projectors
K Media Memos
M Media Production Audio and Video Materials
M Media Production — Coloring
M Media Production — Display and Manipulative Devices
M Media Production — Illustration
M Media Production — Lettering
M Media Production — Transparencies
S Meet Your Cooperating Teacher
M Motion Picture Projections
M Multi-Media Instruction
F New Dimensions Through Teaching Films
V New Techniques and Technology in Education
F Operation and Care of the Bell and Howell Specialist Filmosound Projector — 3rd Edition
F Operation and Care of the Kodak Pageant Projector
M Organizing Learning Stations for the Language Arts
M Preparation of Locally-Produced Instructional Media
M Production of Media Materials and Developing Teaching Skills Using Media Materials
F Project Discovery Demonstration in Education
M Selecting an Instructional Mode
F Setting Up a Room . . . Creating an Environment for Learning
M Skills and Teaching Techniques of Cameras
M Skills for Visual Displays
M Still Projection
K Systems Facilities in Flexible School Design for Media Usage
F Tape Recording for Instruction
K Tapes Teach
F Teacher and Technology
M Teacher Made Teaching Aids
K Teaching Problems Laboratory
F Teaching Styles I
F Teaching the One and the Many
F Teaching the Slow Learner
K TV Kit for the Hearing Impaired
F Unique Contribution
F Uses of Media for Teaching Inquiry in the Secondary Social Studies
S Using Closed Circuit TV
K Using Conventional Media: Use of Still and Motion Film in the Classroom
F Using the Classroom Film
V Visualizing Education
F Waves

• MENTALLY-HANDICAPPED CHILDREN

F Becky
F Care of the Young Retarded Child
F Eternal Children

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F Inductive Teaching for Mentally Retarded
F I.Q. — Questionable Criterion
F Just for the Fun of It
F P.E. — Lever to Learning
F Pine School Summer
F Reading is For Us Too
F Time is for Taking
F To Lighten the Shadows

• MEXICAN-AMERICAN

M Becoming Familiar with Children's Books
V Chicano Awareness
F Cultural Awareness Package
F Education and the Mexican-American, Part I and Part II
M History and Culture of the Mexican-American: Historical Perspective
F How's School, Enrique?
M Mexican-American: Basic Facts, States and Figures
F Mexican-Americans — The Invisible Minority
M Study of Mexican-American People

• MICRO-TEACHING

V Micro-Teaching
M Micro-Teaching
M Micro-Teaching for Education 301
M Overview of Micro-Teaching and the Technical Skills of Teaching

• MODERN MATHEMATICS IN ELEMENTARY CLASSROOM SERIES

F Division as the Inverse of Multiplication
F Division of Fractional Numbers
F Multiplication of Fractional Numbers
F Ratio
F Story Problems
F Subtraction with Expanded Notation

• MODULAR SCHEDULING

V Modular Scheduling
F Preparing for Variable Modular Scheduling
F Student and Variable Modular Scheduling

• MODULES

M Developing an Instructional Package
M Developing Instructional Modules
M Handbook for Development of Instructional Modules in Competency-Based Teacher Education Program
M How to Build an Instructional Package
M Instructional Modules: What They Are
M Module on Modules

• MONTESSORI

F Learning to Learn
F Room to Learn
F Teach Me How I Can Do It Myself

• MOTIVATION

F Adult as Enabler: Where, Who, and How Much?
M Behavior Technology: Motivation and Contingency Management
F Better Way . . . Learning to Care
M Classroom Strategies — Inquiry
S CM — A Positive Approach to Motivation
K Creating Student Involvement
F Developing Effective Reading-Study Skills
M Developing Values for Reading
M Establishing Set
F First and Fundamental R
S,B Guided Study (Part I) and Homework (Part II)
F I Walk Away in the Rain
F Identity Society
K Individually Guided Motivation
M Inducing Student-Initiated Questions
F Informal Classroom Activities
K Inner-City Simulation Laboratory
M Introductory Psychology
F Johnny Can Learn to Read
F Learning to Learn
M Listening
S,B Listening: From Sound to Meaning
M Motivation
M Motivation and Learning
S,B Motivation in Teaching and Learning
F Motivation Theory for Teachers
P Motivation Theory for Teachers
M Motivation — With an Emphasis on Mathematics
M Non-Instructional Management: A Self-Directed Learning Program
F Objectives and Activities in Learning
F P.E. — Lever To Learning
S Perceived Purpose
M Personalized Classroom Interaction: A Self-Directed Strategy for Cooperating Teachers and Advising Teachers
M Preparing the Physical Environment for Learning
F Reality of Success
M Reinforcement
M Reinforcement Theory into Practice
F Rewards and Reinforcements
F Science Project
M Stimulus Variation
A Story telling
P Teach More Faster
F Teach More Faster: Part II
V Teaching Games
K Teaching Problems Laboratory
M Teaching Skills Kit — Set
F Tense: Imperfect
S Theories of Motivation
S Three Honorable Wishes
M Utilizing Field Trips for Learning
F Walls

• MOTOR SKILLS

S,B Motor Skills
F Physical Performance Test
F Why Billy Couldn't Learn

• MUSIC

M Creative Rhythmic Activities and Traditional Folk Dances
M Developing a Music Listening Program from Pertinent Cultural Heritage and Contemporary Popular Idioms
M Exploring Some of the Basic Notation of Music and Realizing It Through Made Sound
M Helping Out-of-Tune Singers; Pitching and Teaching a Rote Song
F Instructional Development
M Language of Music
F Learning Through the Arts
M Methods of Public School Music
S Music: A Teaching Career
M Music Education Learning Tasks
M Music For Children
M Music Listening Activities in the Elementary Classroom
M Recognition by Sight and Sound of the Major Instruments of the Orchestra
F Teaching Creative Music
M Teaching Songs and Rhythms
M Using Classroom Instruments (Toy Instruments) in Music

• NONGRADED CLASSES

F Charlie and the Golden Hamster — The Nongraded Elementary School

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F Concept of the Open Lab
F Continuous Progress Learning
M Evaluation of Team Teaching and Children's Continuous Progress
F How Can You Apply Team-Teaching and Nongrading to Your School?
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
F Improbable Form of Master Sturm — Nongraded High School
K Nongraded Education for the Modern Elementary School
F Nongrading and Team Teaching
F Primary Education in England
F Quiet Revolution
F Room to Learn
M School Organization Cluster
F Some Principles of Nongrading and Team-Teaching
M Team Teaching as Facilitator of Nongraded School
F Why are Team-Teaching and Nongrading Important?

• NONSTANDARD ENGLISH

M Assessing and Developing Readiness for Reading
M Developing Children's Oral Language Skills
F English Teaching Tomorrow
F Langauge and Integration
F Language Problems in the Schools
F Linguistics and Education
M Linguistics Component; Set A: Nonstandard Varieties
M Linguistics Component; Set A: The Nature of Language
F Nature of Language
F Regional Variations
F Social Variations
V Two English Languages

• NONVERBAL COMMUNICATION

F Community by Voice and Action
F Communications Model
F Group Discussion Filmstrip Series
K Increasing Student Participation
F,B Influencing Human Interaction (Interpersonal Process Recall)
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
V Nonverbal Communication
M Nonverbal Communications
M Pre-Cuing
K Response Repertoire

• NURSERY SCHOOLS

V Ages 4 and 5
S NurserySchool and Kindergarten
F Pathways Through Nursery School
F Setting the Stage for Learning

• OBJECTIVES

M Adjusting Objectives for Individual Learners
M Addition: Meaning and Process
K Adult Basic Education Teacher-Teacher Aide Training Package
B Analysis of In-Service Problems: Formulating Complete Affective Objectives
B Analysis of In-Service Problems: Formulating Useful Instructional Objectives
S Analyzing Learning Outcomes
M Art in the Elementary School
M Basic Learning Tasks
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
M Behavioral Objectives
M Behavioral Objectives and Lesson Plans
A Behavioral Objectives Debate
M Behavioral Objectives for the Teaching Learning Process
M Concept of Number
A Conditions for Effective Learning
V Curriculum Development — Secondary
S Curriculum Rationale
S Deciding on Defensible Goals via Educational Needs Assessment
S Defining Content for Objectives
M Defining Objectives
K Designing Criterion Measures
K Designing Objectives-Oriented Instruction
M Determining Conditions and Setting Criterion for Objectives
M Developing Instructional Modules
M Division: Meaning and Process
S Educational Objectives
M Establishing Appropriate Frame of Reference
S Establishing Performance Standards
K Goals for Education
S Identifying Affective Objectives
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
F Increased Learning Objectives
S Individualized Instruction
K Instructional Development Institute Program
S Instructional Supervision: A Criterion Referenced Strategy
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
G Life Skills: Objectives
M Looking at Reading Objectively
M Mini-Program for a Taxonomy of Behavioral Objectives
M Multiplication: Meaning and Process
M Naming the Act
M Objectives
M Objectives and the Behavioral Domains
A Objectives and In-Service Training
M Objectives in the Affective Domain
M Performance Objectives
K Performance Objectives Package
M Planning an Instructional Sequence
M Planning the Elementary Social Studies Curriculum
K Programmed Instruction: Analysis and Evaluation, Instructional Uses, Writing Behavioral Objectives and Criterion Tests
M Rational Numbers
M Selecting and Using Appropriate Objectives
S Selecting Appropriate Educational Objectives
M Self-Directed Instructional Program to Numeration
M Social Studies for the Elementary School
M Social Studies for the Elementary School, Values and the Valuing Process
M Subtraction: Meaning and Process
M Summary Activities
F Target for Tomorrow
F Tasks of Teaching
M Taxonomy of Behavioral Objectives: Affective Domain
M Taxonomy of Behavioral Objectives: Cognitive Domain
M Taxonomy of Behavioral Objectives: Psychomotor Domain
K Teacher-Competency Development System
M Teaching and Learning in the Three Domains
M Teaching of Science: A Self-Directed Planning Guide, Level M
K Teaching Problems Laboratory
K Toward an Understanding of Instructional Objectives
M Using Behavioral Objectives
M Writing Behavioral Objectives
M Writing Instructional Objectives

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• OBSERVATION

- M Assessing and Developing Readiness for Reading
- M Assessing Attending Behavior
- M Awareness of Child Characteristics
- M Classroom Awareness
- M Classroom Observation Techniques
- M Diagnosis — Prescription System for Staff Development
- M Electrical Circuits and Personalized Videotape Feedback
- M Growth and Development
- M Growth and Development Through Adolescence
- B Introduction to Education and Teaching
- K Learners Approaches to Learning
- F Learning Is Observing
- M Non-Instructional Management: A Self-Directed Learning Program
- K Observation Teaches
- M Participating Observer Program
- M Producing a Descriptive Narrative of a Child's Behavior
- F Piaget's Development Theory: Classification
- M Reading Readiness
- M Record Keeping: Social, Affective, Physical Domain
- M Structural Analysis Skills
- M Tutorial Techniques and School Records

• OMBUDSMAN

- S The Ombudsman — A Communication Link

• OPEN CLASSROOM

- A Conditions for Effective Learning
- F Enriching the School Environment
- K I.G.E. Agency Kit and School Kit
- K I.G.E. Filmstrip Kit
- A Individualizing Teaching and Learning
- K Individually Guided Education (I.G.E.)
- M Learning Centers
- F Lectures Are a Drag
- M Open Classroom Concept
- F Open Classroom in America
- M Open Concept Classroom Organization
- S Opening Classroom Structure
- V Open School for an Open Mind
- F Remarkable Schoolhouse
- F Room to Learn
- M School Organization Cluster
- F Some Principles of Nongrading and Team Teaching
- A Teacher
- K Teacher-Competency Development System
- S Teacher Talks About Her Classroom
- F,B Team Teaching in the Elementary School
- F Very Special Place
- F What's New at School?
- F Working Together

• OPEN FOR DISCUSSION SERIES

- F But He's Not an Ordinary Child
- F I Don't Want to Question Your Program But . . .
- F I Want to Talk Right Now

• ORAL COMMUNICATION SERIES

- F Communicating Correctly
- F Effective Persuasion
- F Group Problem Solving
- F Planning a Speech
- F Power of Emotion in Speech
- F Researching a Topic

• ORGANIZATION

- M Background of American Educational Practice
- M Background Information for Teaching Social Studies
- M Background, Philosophy and Purposes of Team Teaching
- M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teachers
- K Cadre Training for Organizational Specialists
- F Can Individualization Work in Your School System?
- V,B Classroom Behavior
- M Classroom Movement Patterns
- M Classroom Strategies — Team Teaching
- P Communication Arts Program I
- M Conducting Discussions Using the Case Method
- A Curriculum
- M Differentiated Staffing
- F Differentiated Teaching Staff
- M Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
- F Emerging Educational Patterns Film Series
- V English in a Decade of Change
- M Foundations of Education
- F Free Growth
- M Grouping Children for Instruction in Team Teaching
- F How Can the Curriculum for Individualized Education Be Determined?
- F How Can You Apply Team Teaching and Nongrading to Your School?
- F How Can You Make Individualization Work in Your School System?
- K I.G.E. Agency Kit and School Kit
- K I.G.E. Filmstrip Kit
- G Impact: A Community Simulation
- K Individualizing Instruction in Mathematics
- M Introduction to the Middle School Concept
- M Lesson and Unit Planning
- M Lesson Planning Kit
- F Madison School Plan
- M Materials and Resources Suggested for Team Teaching and Individualized Instruction
- F Multitude of One(s) Learner Centered Schools
- F New Concepts for Learning — Urban Education
- F Nongrading and Team Teaching
- S Ombudsman — A Communication Link
- F One at a Time Together
- M Open Concept Classroom Organization
- M Organizational and Administrative Aspects of Schools
- F Performance Contracting — The Grand Rapids Experience
- F Performance Curriculum
- F Physical Education in Elementary Schools
- M Planning an Instructional Sequence
- S Planning and Organizing for Teaching
- M Planning Instruction: A Self-Directed Learning Program
- M Prerequisites for Good Planning Sessions in Team Teaching
- F Primary Education in England
- M Professional Relationships
- M Roles of Professional and Paraprofessional Personnel in Team Teaching
- M School Organization Cluster
- F Sit Down and Shut Up
- F Some Principles of Nongrading and Team Teaching
- F Student and Variable Modular Scheduling
- K Systematic and Objective Analysis of Instruction
- K Teacher/Teacher Aide Companion Training Program
- M Teaching Skills Kit
- M Teaching Skills Kit — Set
- M Team Teaching as a Facilitator of Nongraded School
- F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and II
- F Unit Meeting
- F What's New at School?
- F Why are Team Teaching and Nongrading Important?
- F Why Class Meetings
- M Writing and Using Lesson Plans in Social Studies Instruction

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• ORIENTATION

- M About the Clinical Program
- M About the Instructional Model
- M Child Study Package for Experience Teachers and Students of Learning
- M Classroom Awareness
- M Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
- K Early Elementary Learning System: A Social Multi-cultural Education
- M Entry Program
- M Getting Started
- M Group Dynamics
- K Individually Guided Education
- S Meet Your Cooperating Teacher
- M Nature of the Teaching Profession
- M Non-Instructional Management: A Self-Directed Learning Program
- M Participating Observer Program
- M Politics in Schools — Your Community
- M Politics in Schools — Your School: How Well Do You Know It?
- V Professional Decision-Making for Teachers
- B Psychology of Teaching and Learning
- M Record Keeping: Social, Affective, Physical Domain
- M Study of Mexican-American People
- M Using Personal Knowledge of Students

• PACING

- M Stimulus Variation
- M Teaching Skills Kit — Pacing

• PARAPROFESSIONALS

- K Adult Basic Education Teacher-Teacher Aide Training Package
- F Career Development
- P Communication Arts Program I
- M Early Childhood Education Learning System: Bilingual Early Childhood Program and Bilingual Kindergarten Program
- S I Am a Teacher Aide
- S,B Office Education Series I
- S One Family, One Home Visitor and Learning
- F Programmed Tutoring
- M Roles of Professional and Paraprofessional Personnel in Team Teaching
- M Role of Teacher Aides
- S Teacher Aides in the Classroom
- M Teacher Aide Training Guide for Classroom Teachers
- K Teacher Aide Workshop
- K Teacher/Teacher Aide Companion Training Program
- F Teams for Learning
- S Training Program for Mothers
- F Various Perceptions of Auxiliaries at Work

• PARENTS

- M Asocial Behaviors Relating to Inadequate Adult Models
- S Art and the Growing Child
- F Drug Abuse: Everybody's Hang-Up
- S How to Get Your Child to Listen to You and How to Listen to Your Child
- F Old Enough but Not Ready
- F Test
- S Training Program for Mothers
- S Your Child and Discipline

• PARENT-TEACHER CONFERENCES

- F But He's Not an Ordinary Child
- F Chance at the Beginning
- S Conference Times for Teachers and Parents
- F I Don't Want to Question Your Program, But . . .
- K Inner-City Simulation Laboratory
- F I Want to Talk Right Now
- M Parent-Teacher Conferences
- K Parents and Teachers Together (for the Benefit of Children)
- M Teacher's Role in Improving School Community Relations
- K Teaching Problems Laboratory
- F What Do I Know About Benny

• PERSONALITY

- F Aggressive Child
- F Anger at Work
- K Comprehensive Personal Assessment System
- F Constructive Use of the Emotions
- F Image in a Mirror
- G Insight
- M Introductory Psychology
- M Growth and Development
- M Growth and Development Through Adolescence
- F Loneliness . . . and Loving
- M Psychology: An Individualized Course
- K Responsive Follow-Through Program
- M Self-Concept
- M Understanding and Using the Myers Briggs Type Indicator
- F Violence Just for Fun

• PERSONALIZED INSTRUCTION

- M Adjusting Objectives for Individual Learners
- B Consultation for Personalization in the Public Schools: A Manual for Practitioners
- M Electrical Circuits and Personalized Videotape Feedback
- M Individualized Instruction
- A Individualizing Teaching and Learning
- M Personalization
- M Personalized Learning: A Self-Directed Planning Guide to Science: A Process Approach, Level A-F
- V Personalized System of Instruction
- A Personalizing Math
- F School Without Failure
- A Strategies for Personalized Learning
- F Success-Oriented Classrooms

• PHILOSOPHY OF EDUCATION

- M Background, Philosophy and Purposes of Team Teaching
- M Basic Learning Tasks
- V Behind the Classroom Door
- V Changing Role of the Teacher
- M Foundations of Education
- F Four Teachers
- M History and Philosophy of Education: Essentialism
- M History and Philosophy of Education: Perennialism
- M History and Philosophy of Education: Progressivism
- F I Am Also a You
- F New Options for Learning — Urban Education
- F Question of Chairs: The Challenge to American Education
- V Shaping Education for the Seventies
- A Teacher

• PHONICS

- M Developing Skills of Word Pronunciation and Word Meaning
- V Focus on Phonics
- M Phonic Analysis Skills
- M Phonics and Related Skills
- M Spelling
- M Teaching Reading (Elementary Level)
- M Utilizing Phonics and Word Attack Skills
- M Word Recognition (Phonics)

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- **PHYSICAL EDUCATION**
  - F Anyone Can
  - F Blinded Children in Sighted Physical Education Classes
  - K Instructional Development
  - F Just for the Fun of It
  - S,B Motor Skills
  - F P.E. — Lever to Learning
  - F Physical Education in Elementary Schools
  - F Physical Performance Test
  - F Promise of Play
  - M Teaching Physical Education
  - M Utilizing the Comprehensive Readiness Program
- **PHYSICS**
  - F Electron Beam Tube
  - F Experiments with Microwaves
  - F Film Loop Techniques, Part I
  - F Film Loop Techniques, Part II
  - F Half-Life Experiments
  - F Informal Classroom Activities
  - F Measurement of Elementary Charge
  - F Naked Eye Astronomy
  - F Orbit Plotting
  - F Photoelectric Effect
  - F Polaroid-Land Photography: Part I
  - F Polaroid-Land Photography: Part II
  - F Setting Up the Current Balance
  - F Teaching About Physics and Society
  - F Teaching Styles I
  - F Teaching Styles II
  - F Teaching Styles III
  - F Using the Oscilloscope
  - F Waves
  - F Waves, Modulation and Communication
  - F Working with the Current Balance
- **PIAGET, JEAN**
  - M Inductive Verbal Concept Development
  - A Involving the Child in Math
  - F Learning to Learn
  - V Piagetan Theory
  - F Piaget's Developmental Theory: Classification
  - M Theoretical Background
  - F This is the Way We Go to School
  - F What Do You Think?
- **PLANNING**
  - K Adult Basic Education Teacher-Teacher Aide Training Package
  - M Basal Approach to Teaching Reading
  - M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
  - K Comprehensive Planning Instructional System
  - M Concept Formation — Concept Teaching
  - K Creating Student Involvement
  - S Deciding on Defensible Goals via Educational Needs Assessment
  - M Eight Basic Teaching Skills
  - M Electrical Circuits and Personalized Videotape Feedback
  - M Elementary Social Studies Instruction
  - F Emerging Educational Patterns Film Series
  - A Individualized Reading
  - M Instructional Resources — Evaluation, Selection and Utilization
  - M Instructional Planning
  - M Interculture Understanding — The Problem and a Process
  - M Lesson and Unit Planning
  - M Lesson Planning
  - M Lesson Planning Kit
  - M Listening
  - S,B Listening: From Sound to Meaning
  - M Managing Elementary Social Studies Learning Activities
  - M Methods of Introducing and Summarizing a Unit
  - S Opening Classroom Structure
  - M Organizing and Planning for Teaching Elementary Science
  - S Perceived Purpose
  - M Personalized Learning: A Self-Directed Planning Guide to Science: A Process Approach, Level A-F
  - M Phonic Analysis Skills
  - S Planning a Unit
  - M Planning an Instructional Sequence
  - M Planning Instruction: Self-Directed Learning Program
  - M Prerequisites for Good Planning Sessions in Team Teaching
  - K Presentation Skills
  - M Pupil-Teacher Planning: A Conservative Approach
  - M Social Studies Resources
  - M Spelling
  - S Systematic Instructional Decision-Making
  - K Systems Approach to Lesson Planning
  - F Teach More Faster: Part I
  - M Teaching of Science: A Self-Directed Planning Guide, Level M
  - M Teaching Skills Kit — Closures
  - M Teaching Skills Kit — Pacing
  - M Teaching Skills Kit — Set
  - S Teaching Units and Lesson Plans
  - F Team Analysis and Planning
  - F Tuesday: A Day in the Life of an I.G.E. Unit, Parts I and II
  - F Unit Meeting
  - M Writing and Using Lesson Plans in Social Studies Instruction
- **POLITICAL FORCES**
  - G EDPLAN
  - G Impact: A Community Simulation
  - G Life Skills: Power Plans
  - M Politics in Schools — Your Community
  - M Politics of School — An Introduction to Community and its Resources
  - F Politics, Power and Public Good
  - G Starpower
- **POWER**
  - G Life Skills: Power Plans
  - F Politics, Power and Public Good
  - M Professional Relationships
  - G Starpower
- **PREJUDICE**
  - F Bill Cosby on Prejudice
  - F Can We Immunize Against Prejudice
  - F Eye of the Storm
  - M Prejudice
  - A Prejudice and You — A Learning Experience
  - M Providing for Individual Differences in the Secondary Social Studies Classroom
  - M Social Conflicts in Modern Society
  - F Spaces Between People
- **PROBLEM SOLVING**
  - K Basic Teaching Skills
  - K Cadre Training for Organizational Specialists
  - F Change — Training Teachers for Innovation
  - M Classroom Group Meetings
  - M Classroom Strategies — Inquiry
  - K Consultation for Personalization in the Public Schools: A Manual for Practitioners
  - K Creative Problem Solving
  - K DAP Problem Solving Package

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K Development of Higher Level Thinking Abilities
M Elementary School Math II
M Elementary School Social Studies — Current Affairs and Controversial Issues
F Exploring Our Community
M Group Process
F Guiding Behavior
F Historian's Method of Inquiry
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
G Impact: A Community Simulation
M Inquiry in Elementary Science
F Learning Through Inquiry
G Life Skills — Female Images
M Managing Elementary Social Studies Learning Activities
S Meet Your Cooperating Teacher
K Observation Teaches
M Problem Solving/Simulation Module
V Professional Decision-Making for Teachers
K Puzzles and Mazes Teach
F Questions for Thinking
B Research Utilizing Problem Solving — Classroom Version
K RUPS: Research Utilizing Problem Solving
F Scientific Method in Action
M Student Participation in the Teaching-Learning Process: Inquiry, etc.
S Teacher Talks About Her Classroom
M Teaching Contemporary Events and Handling Controversial Issues in Secondary Social Studies
V Visualizing Education
M Women's Lib?

• PROFESSIONALISM

S Achieving Professional Governance — I
S Achieving Professional Governance — II
B Introduction to Education and Teaching
M Nature of the Teaching Profession
A Organized Profession
M Professional Organizations
M Professional Relationships
A System
M Teacher Professionalism and Accountability

• PROGRAMMED INSTRUCTION

V American History: New Methods
K Designing Effective Instruction
M Programmed Instruction
P Programmed Learning: A Practicum
K Programmed Instruction: Analysis and Evaluation, Instructional Uses, Writing Behavioral Objectives and Criterion Tests
V Programmed Instruction and Computer Technology
F Programming is a Process: An Introduction to Instructional Technology

• PROTOCOL MATERIALS

F,B Conceptualizing the Process of Instruction
F,B Fair Verbal Behavior
V,B Language Acquisition
S,B Learners and Their Characteristics: Implications for Instructional Decision-Making
F,B Organizing Facts to Teach Meaningful Relationships
F Tasks of Teaching
F,B Teaching Strategies
F,B Verbal Interaction in the Cognitive Dimension

• PSYCHOLOGY

M Age Differences
F Aggressive Child
F Anger at Work
S,B Cognitive Skills
F Constructive Use of the Emotions
F Creativity and Learning
V Developmental Role of the School Psychological Consultant
F Formal Thought
M Growth and Development
M Growth and Development Through Adolescence
F Guiding Behavior
F If These Were Your Children
F Image in a Mirror
F I Who Am, Who Am I?
F Learning Methods . . . Building Blocks to Knowledge
F Loneliness . . . and Loving
S,B Motivation in Teaching and Learning
F Motivation Theory for Teachers
P Motivation Theory for Teachers
F Piaget's Developmental Theory: Classification
M Producing a Descriptive Narrative of a Child's Behavior
M Psychological Foundations I, Type of Learning
M Psychology: An Individualized Course
B Psychology of Teaching and Learning
M Record Keeping: Social, Affective, Physical Domain
P Reinforcement Theory for Teachers
F Retention Theory for Teachers
P Teach for Transfer
M Teaching and Learning in the Three Domains
M Theoretical Background
F Time of Growing
S Transfer of Learning
M Understanding Intelligence and Interpreting I.Q.
M Understanding the Physical Development Processes of the Transescent
F Violence Just for Fun
F,B Visual Perception and Failure to Learn

• PSYCHOMOTOR DOMAIN

M Behavioral Objectives
M Mini-Program for a Taxonomy of Behavioral Objectives
M Taxonomy of Behavioral Objectives: Psychomotor Domain
M Teaching and Learning in the Three Domains
M Using Behavioral Objectives
M Writing Instructional Objectives

• PUNISHMENT

F Child Who Cheats
M Classroom Management and Discipline
S,B Controlling Classroom Misbehavior
F Day the Insects Took Over
F Poetry in Paul

• QUESTIONING SKILLS

M Acquisition of Questioning Skills
M Analysis of Classroom Questions
S Asking Questions
M Basic Learning Tasks
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
M Bloom's Taxonomy
F Building Class Involvement
V,B Classroom Behavior
F,A,B Classroom Protocols
K Development of Higher Level Thinking Abilities
K Divergent Thinking
K Effective Questioning — Elementary Level
K Effective Questioning Techniques for High School Discussions
K Higher Cognitive Questioning
F How the Historian Classifies Information
K Instructional Staff Development
M Interpreting Data

M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
M Micro-Teaching for Education 301
M Performance Skills in Inquiry
M Questioning
K Questioning Skills
M Questioning Strategies
F,B Reacting to Pupil Responses
M Social Studies for the Elementary School
A Strategies for Personalized Learning
M Using High Order Questions

• RACIAL DISCRIMINATION

G,F Changing High School
F Education and the Mexican-American, Part I and Part II
M Minorities in American Society — Their Children and the Education of Their Children
F Morning for Jimmy
F No Hiding Place
F,G,B Simulation Games for Teachers — Elementary School
F,G,B Simulation Games for Teachers — High School
M Social Conflicts in Modern Society
F Space Between People

• READING

M Approaches to Reading — Instructionalized Reading
M Approaches to Reading — Linguistics Approach
M Approaches to Reading — The Basal Series
M Assessing and Developing Readiness for Reading
M Basal Approach to Teaching Reading
M Compacs Reading Cluster: Sub-Cluster I
M Comprehension Skills
F Creative Kindergarten
M Developing Comprehension Skills: A Learning Package
F Developing Effective Reading-Study Skills
M Developing Reading-Study Skills
M Developing Values for Reading
M Diagnosing Reading Ability
M Diagnosing Reading Strengths: An Instructional Module
F Diagnosis — Formal and Informal
M Diagnosis in Reading
M Dictionary Skills
M Elementary Reading Instruction — Teaching Implications
M Elementary School Reading: Basal Approach to Teaching Reading
M Elementary School Reading: Nature and Instructional Implications for Reading
M Elementary School Reading: Reading Readiness
M Elementary School Reading: Word Recognition Skills
M English Education Learning Tasks
M Evaluating Reading Performance
F Expanded Charlie McCarthy Film
F First and Fundamental R
V Focus on Phonics
K Growth in Reading
F How to Get Individualization Started
F How to Get Individualization Started — A Further Exploration
F I Don't Want to Question Your Program, But . . .
A Individualized Reading
F Individualizing Reading Instruction in the Classroom
A Individualizing Reading Practices
K Individually Guided Motivation
M Introduction to Reading Readiness
M Investigating Diverse Approaches to the Teaching of Reading
F Johnny Can Learn to Read
K Language Experience Approach to Reading
M Language Experience Approach to Teaching Reading
M Looking at Reading Objectively
M Methods and Materials for Teaching Word-Recognition Skills
M Modules in Reading and Language Arts
M Nature and Instructional Implications of Reading
M Phonic Analysis Skills
M Phonics and Related Skills
F Preparation for Reading
F Preventing Reading Failure
F Porgrammed Tutoring
M Reading Comprehension
M Reading: Diagnosis and Correction
M Reading for the Disadvantaged
K Reading in the High School
F Reading is for Us Too
M Reading Readiness
M Reading Study Skills
M Reading Study Technique
M Selecting Appropriate Instructional Materials
F Standardized Test — An Educational Tool
M Structural Analysis Skills
M Structural Word Attack Skills
F Tasks of Teaching
K Teacher-Competency Development System
S Teaching of Reading
K Teaching Reading as Decoding
K Teaching Reading Comprehension
M Teaching Reading (Elementary Level)
M Teaching Reading Modules
M Teaching with the Use of a Basal Reader
S Training Program for Mothers
M Using Informal Diagnositc Tests of Reading Skills
M Utilizing Phonics and Word Attack Skills
M What Determines a Child's Reading Comprehension?
M What is Reading Comprehension
M Word Attack Skills
K Word Recognition in the Primary Grades
M Word Recognition (Phonics)

• REALITY THERAPY

M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Learning Activity Guide
M Observing and Recording Behaviors with Attention Defects
F Reality of Success
M Reality Therapy
M William Glasser's Classroom Meetings

• RECORD-KEEPING

M Completing State and County Forms
M Non-Instructional Teacher Responsibility

• REHABILITATION

F Better Way . . . Learning to Care
M Strategies in Effective Curriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools

• REINFORCEMENT

A Adapting to Student Differences
F Approaches to Early Childhood Curriculum
M Assessing Attending Behavior
M Basic Learning Tasks
F Behavior Modification in the Classroom
M Behavior Technology: Motivation and Contingency Management
F Child Who Cheats
F,A,B Classroom Protocols
M Coping with Classroom Management Problems
M Devising and Implementing a Reinforcement System
S Discipline in the Classroom

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

F Image in a Mirror
K Increasing Student Participation
K Individualizing Instruction in Mathematics
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
F Instructional Tactics for Affective Goals
S Knowledge of Results
M Learning Activity Guide
F Learning and Behavior (The Teaching Machine)
M Motivation
M Performance Skills in Inquiry
M Principles of Behavior Modification
M Principles of Reinforcement
V Programmed Instruction and Computer Technology
M Reinforcement
F Reinforcement Theory for Teachers
P Reinforcement Theory for Teachers
M Reinforcement Theory into Practice
F Rewards and Reinforcements
F Task, Theory, Structure and Application
P Teach More Faster
F Teach More Faster: Part II
F Teaching Basic Concepts
F,B Teaching Strategies
M Theoretical Background
M Using Reinforcement Theory in Classroom
M Using Teacher Attention to Modify Behavior

• RELEVANCY

F Achieving Relevance with the Curriculum
F Hi, School! — Making the Curriculum Relevant
F Success-Oriented Classroom
F Teach More Faster: Part I

• REMEDIAL INSTRUCTION

F Developing Effective Reading-Study Skills
F Expanded Charlie McCarthy Film
S Focus on the Individual — A Leadership Responsibility
F I'm Not Too Famous At It
F It Feels Like You're Left Out of the World
F Johnny Can Learn to Read
F Learning Is Observing
F Marked for Failure
F Old Enough But Not Ready
F Preventing Reading Failure
M Selecting Appropriate Instructional Materials
M Strategies in Effective Curriculum Planning for Highly Mobile Troubled Youth of Inner-City Schools
B Structured Tutoring I: The Structured Tutoring Model
F Time is for Taking
M Tutorial Techniques and School Records
F,B Visual Perception and Failure to Learn
F Why Billy Couldn't Learn

• REPORTING PROGRESS

S Determining Student Grades
M Evaluation of Team Teaching and Children's Continuous Progress
F I Want to Talk Right Now
F Report Card

• RESOURCE FILES

M Children's Literature in the Elementary School
M Constructing a Resource File
M Developing an Art Activities File
M Materials and Resources Suggested for Team Teaching and Individual Instruction

• RETENTION

F Retention Theory for Teachers
P Retention Theory for Teachers

• ROLE-PLAYING

K Basic Teaching Skills
M Basic Teaching Tasks: A Teaching Laboratory Manual for Beginning Teacher Candidates
M Classroom Group Meetings
M Role-Playing
K Role-Playing in the Classroom
M Simulation Games and Role-Playing
M Student Participation in the Teacher-Learning Process: Inquiry, etc.
F,B Teaching Public Issues: Discussion Techniques
K Three Teaching Strategies
M Use of Role-Playing, Buzz Groups, Dramatization, Independent Task Groups, Discussion Groups, and Brainstorming

• SEARCHING FOR VALUES . . . A FILM ANTHOLOGY SERIES

F Dehumanizing City . . . and Hymie Schultz
F Fine Art of Aggression
F I Who Am, Who Am I?
F Loneliness . . . and Loving
F Love To Kill
F My Country Right or Wrong?
F Politics, Power and the Public Good
F Pride and Prejudice?
F Right to Live: Who Decides?
F Sense of Purpose
F Space Between People
F Trouble with the Law
F Violence Just for Fun
F When Parents Grow Old
F Whether to Tell the Truth

• SCHEDULING

M Grouping Children for Instruction in Team Teaching
V Modular Scheduling
F Physical Education in Elementary Schools
F Preparing for Variable Modular Scheduling
M Prerequisites for Good Planning Sessions in Team Teaching
S School Beginnings: The First Week
F Student and Variable Modular Scheduling

• SCHOOLS WITHOUT FAILURE

A Adapting to School Differences
F Success-Oriented Classroom
F Teacher's View

• SCIENCE

F Approach to School Site Development
M Electrical Circuits and Personalized Videotape Feedback
F Electron Beam Tube
K Elementary Science Information Unit
M Elementary Science Methods
F Experiments with Microwaves
F Film Loop Techniques, Part I
F Film Loop Techniques, Part II
F Half-Life Experiments
F Informal Classroom Activities
M Inquiry in Elementary Science
A Involving the Child in Science
F I Walk Away in the Rain
F Lesson in Teaching Science
F Measurement of Elementary Charge
F Naked Eye Astronomy
F Open Classroom in America
F Orbit Plotting
M Organizing and Planning for Teaching Elementary Science
M Personalizing Learning: A Self-Directed Planning Guide to Science: A Process Approach, Level A-F

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F Photoelectric Effect
F Polaroid-Land Photography: Part I
F Polaroid-Land Photography: Part II
F Science Activities for Elementary Children
F Science Fair
M Science Education Learning Tasks
F Science Project
M Science Teachers Resource Book, Volume S
V Science Teaching
F Scientific Method in Action
F Setting Up the Current Balance
F Teaching About Physics and Society
M Teaching of Science: A Self-Directed Planning Guide, Level M
F Teaching Styles I
F Teaching Styles II
F Teaching Styles III
F Toward Inquiry — Teaching Earth Science
F Using the Osilloscope
M Utilization of Science Equipment
F Waves
F Waves, Modulation and Communication
F Working with the Current Balance

• SCOPE AND SEQUENCE

M Approaches to Reading — The Basal Series
M Content of Elementary School Math Series
M Elementary School Social Studies: Scope and Sequence
M Mathematics in Elementary School: An Overview
M Phonic Word Attack Skills

• SELF-CONCEPT

V Andragogy
F Approaches to Early Childhood Curriculum
F Better Way . . . Learning to Care
F Bill Cosby on Prejudice
M Competency-Based Teacher Education Affective Modules
K Comprehensive Personal Assessment System
M Development of Self-Concept and Helping Relationships
M Entry Program
M Growth and Development
F Image in a Mirror
F It Feels Like You're Left Out of the World
F I Wanna Be Ready
F I Who Am, Who Am I?
G Life Skills: Female Images
S Me Nobody Knows
F Objectives in the Affective Domain
F Portrait of the Inner-City School: A Place to Learn
K Responsive Follow Through Program
K Responsive Head Start Program
M Self-Concept
F Sense of Purpose
A Teacher
M Tutorial Techniques and School Records
F Worlds Apart

• SET INDUCTION

M Basic Learning Tasks
K Creating Student Involvement
M Establishing Appropriate Frame of Reference
M Establishing Set
S Perceiving Purpose
M Teaching Skills Kit — Set

• SIMULATION

G,F Changing High School
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
K Designing an Instructional Game
G EDPLAN
F Educational Gaming
G Ghetto
F Guiding Behavior
G Impact: A Community Simulation
G Insight
G Life Skills: Decision I
G Life Skills: Female Images
G Life Skills: Objectives
M Managing Elementary Social Studies Learning Activities
G Planning the Evaluation of Educators — A Simulation
M Problem Solving/Simulation Module
V Professional Decision-Making for Teachers
K Puzzles and Mazes Teach
F Remarkable Schoolhouse
V Simulation and Gaming
M Simulation Games and Role-Playing
M Simulations and Games in the Social Studies
K Simulations Teach
V Social Studies Teaching
M Student Participation in the Teaching-Learning Process: Inquiry, etc.
V Teaching Games
M Teaching Strategies: Decision Making
F Teaching the Slow Learner
F Use of Simulation Game
F Uses of Media for Teaching Inquiry in the Secondary Social Studies
M Value Conflict Among School Roles
G Women's Lib?

• SMALL GROUP INSTRUCTION

M Basic Learning Tasks
M Conducting Successful Classroom Discussions
F Emerging Educational Patterns Film Series
S Focus on the Individual — A Leadership Responsibility
A Group Development
M Grouping Children for Instruction in Team Teaching
V Interpersonal Influence and the Small Group
M Selecting an Instructional Mode
A Self-Directed Group Work
F Small Group Learning
F Strategies of Small Group Learning

• SOCIO-CULTURAL FOUNDATIONS

M Background of American Educational Practice
M Bicultural Program for Black Child
F Black and White Together
F But He's Not an Ordinary Child
G,F Changing High School
V Chicano Awareness
M Conceptualizing the Dynamics of a Community
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
K Cooperative Urban Teacher Education (CUTE)
K Cross-Cultural Communication Program
K Cultural Awareness Package
F Dehumanizing City . . . and Hymie Schultz
G EDPLAN
F Education and the Mexican-American, Part I and Part II
M Elementary School Social Studies — Values Education
M Environments of Modern Society
F Eye of the Storm
G Ghetto
F Group Discussion Filmstrip Series
M Growth and Development
M Growth and Development Through Adolescence
M History and Culture of the Mexican-American: Historical Perspective
F How's School, Enrique?
F Identity Society

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G Impact: A Community Simulation
K Inner-City Simulation Laboratory
M Interculture Understanding — The Problem and a Process
M Introductory Sociology
F Island in America
G Life Skills: Female Images
F Loneliness . . . and Loving
M Mexican-American: Basic Facts, States and Figures
F Mexican-American — The Invisible Minority
F Morning for Jimmy
F My Country Right or Wrong?
M Neighborhood Survey
M Obtaining Description Data on a Neighborhood or Community
M Oreintation to Community
F Perfect Race
F Politics, Power and the Public Good
F Portrait of a Disadvantaged Child: Tommy Knight
F Portrait of the Inner-City
M Professional Relationships
F Right to Live: Who Decides?
M Role and Functions of the School in Dynamics of the Community
M Social Class, Values and School Behaviors
M Social Conflicts in Modern Society
M Social Stratification in Modern Society
F Space Between People
M Study of the American Negro, Phase I
M Study of the American Negro, Phase II
M Study of Mexican-American People
F This is the Way We Go to School
F Time to Move
F Trouble with the Law
F Up is Down
F Violence: Just For Fun
F When Parents Grow Old
F Whether to Tell the Truth

• SOCIAL STUDIES

M Acquisition of Questioning Skills
V American History: New Methods
M Background Information for Teaching Social Studies
M Basic Sources of Social Studies Resources
K Basic Teaching Skills
M Compiling and Using Instructional Games
M Concept Formation — Concept Teaching
M Developing Map and Globe Skills
M Elementary School Social Studies — Current Affairs and Controversial Issues
M Elementary School Social Studies — Inquiry
M Elementary School Social Studies — Maps and Globes
M Elementary School Social Studies — Scope and Sequence
M Elementary School Social Studies — Time and Chronology
M Elementary School Social Studies — The Unit Approach
M Elementary School Social Studies — Values Education
M Elementary Social Studies Instruction
M Evaluation and Assessment for Social Studies
F Exploring Our Community
G Ghetto
F Gifts of Time
F How the Historian Classifies Information
F How the Historian Decides What Is Fact
F How to Get Individualization Started
F How to Get Individualization Started — A Further Exploration
F I Am Also a You
M Interpreting Data
A Involving the Child in Social Studies
F Lectures are a Drag
G Life Skills: Decision I
M Managing Elementary Social Studies Learning Activities
M Modules in Social Studies
F Our World
M Planning the Elementary Social Studies Curriculum
K Process Education for Teachers Workshop
M Providing for Individual Differences in the Secondary Social Studies Classroom
M Simulation Games and Role-Playing
M Simulations and Games in the Social Studies
F Small Group Learning
M Social Sciences: An Application of the Scientific Method
M Social Studies Education Learning Tasks
M Social Studies for the Elementary School: Organizing Knowledge for Instruction
M Social Studies for the Elementary School: Skill Development — Maps and Globes
M Social Studies for the Elementary School: Values and the Valuing Process
M Social Studies Resources
M Social Studies Teacher
V Social Studies Teaching
M Student Participation in the Teaching-Learning Process: Inquiry, etc.
M Teaching a Social Studies Module
M Teaching Contemporary Events and Handling Controversial Issues in Secondary Social Studies
F Teaching the Slow Learner
K Three Teaching Strategies
M Use of Multi-Sources and Data Blanks in the Social Studies
F Use of Transparencies
F Uses of Media for Teaching Inquiry in the Secondary Social Studies
M Values Education: A Social Studies Imperative
M Writing and Using Lesson Plans in Social Studies Instruction

• SOCIAL STUDIES FOR ELEMENTARY SCHOOL SERIES

M Concept Formation — Concept Teaching
M Interculture Understanding — Problem and Process
M Interpreting Data
M Simulation Games and Role Playing

• SOCIODRAMA

M Sociodrama
M Using Sociodrama

• SOCIOLOGY

F Black and White Together
A Class as a Group
M Community Study
M Conceptualizing the Dynamics of a Community
F Dehumanizing City . . . and Hymie Schultz
F Derrick
F Dramatic Play . . . An Integrative Process for Learning
M Environments of Modern Society
G Impact: A Community Simulation
F Interaction in Learning
V Interpersonal Influences and the Small Group
M Introductory Sociology
G Life Skills: Decision I
G Life Skills: Objectives
G Life Skills: Power Plans
F Love To Kill
M Neighborhood Survey
M Obtaining Description Data on a Neighborhood or Community
M Orientation to Community
M Politics of Schools — Your Community
M Prejudice
M Role and Function of the School in Dynamics of the Community
M Social Conflicts in Modern Society

M Social Stratification in Modern Society
M Sociocultural Foundations Concept
F Trouble with the Law
F Violence: Just for Fun
F When Parents Grow Old
F Whether to Tell the Truth

• SPECIAL EDUCATION

F Aggressive Child
F Anyone Can
F Audiological Procedures with Pre-School Deaf Children
F Becky
F Blinded Children in Sighted Physical Education Classes
F Breaking the Sound Barrier
F Can You Hear Me
F Care of the Young Retarded Child
F Eternal Children
F Guidelines for Development of Life Experience Units
F Inductive Teaching for Mentally Retarded
F It Feels Like You're Left Out of the World
F Julia
F Just for the Fun of It
F Learning is Observing
F Looking for Me
F Madison School Plan
F Meet Lisa
V Montinari Clinical School
M Observing and Recording Behaviors Associated with Attention Defects
F Old Enough but Not Ready
S Parent Alert to Hearing Problems in Children
S Patchwork
F Physiological Aspects of Speech — Speakers with Cerebral Palsy
F Physiological Aspects of Speech — Speakers with Cleft Palates
F Pine School Summer
F Planning Experience Charts
F Principles of Parent-Child Programs for the Pre-School Hearing Impaired
K Project Evaluation for Accountability
F Promise of Play
M Providing for Individual Differences in the Secondary Social Studies Classroom
F Reading is For Us Too
F Santa Monica Project
V Speech-Hearing Therapy
M Social and Emotional Disorders Relating to Defects in Ability to Process Cues
F Teaching the Slow Learner
F Teaching the Way They Learn
F Techniques of Non-Verbal Psychological Testing
F Time is for Taking
F To Lighten the Shadows
F,B Visual Perception and Failure to Learn
F,B Visual Perception Training in the Regular Classroom
F We Can Grow
F What Do I Know About Benny
F Why Billy Couldn't Learn

• SPEECH

K Backgrounds in Language
F Breaking the Sound Barrier
F Communication by Voice and Action
F Communications Model
M English, Speech, Literature
F English Teaching Tomorrow
F How to Conduct a Meeting
F Language and Integration
M Language Arts: Improvement of Instruction in Oral Communication
F Microphone Speaking
F Physiological Aspects of Speech — Speakers with Cerebral Palsy
F Physiological Aspects of Speech — Sepakers with Cleft Palates
B Psychology of Teaching and Learning
F Reporting and Explaining
F Social Variations
M Speech Education Learning Tasks
V Speech-Hearing Therapy
F Stage Fright

• SPELLING

M Dictionary Skills
M Modules in Reading and Language Arts
M Language Arts: Improvement of Instruction in Spelling
M Promoting Appropriate Language Patterns
M Spelling
M Spelling and Handwriting
M Teaching Pupils How to Spell

• STAFF DEVELOPMENT

K Comprehensive Planning Instructional System
K Designing Effective Instruction
K Designing Objectives-Oriented Instruction
M Developing Instructional Modules
M Diagnosis — Prescription System for Staff Development
M Entry Program
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
K Individually Guided Education (I.G.E.)
S Instructional Supervision: A Criterion-Referenced Strategy
M Introduction to a Diagnosis-Prescription System for Staff Development
M Social Studies Teacher
M Supportive Teaching

• STANDARD ENGLISH

F English Teaching Tomorrow
F Language and Integration
F Language Problems in the Schools
F Linguistics and Education
M Linguistics Component; Set A: Nonstandard Varieties
M Linguistics Component; Set A: The Nature of Language
F Nature of Language
V Two English Languages

• STANDARDIZED TESTS

M Educational Testing and Measurement
M Evaluating Reading Performance
S Interpreting a Published Achievement Test
F Introduction to the Stanford-Binet Test of Intelligence
M Norm-Referenced Tests: Selection, Administration and Interpretation
M Norm-Referenced Tests: Their Uses
F Standardized Test — An Educational Tool
K Test Interpretation Kit — An Introduction to the Language of Testing
A Use of Standardized Tests by Teachers

• STATISTICS

M Descriptive Statistics
M Educational Research and the Classroom Teacher
M Evaluation: Statistical Indicators
M Frequency Distribution and the Normal Curve
M Item Analysis
M Measures of Central Tendency
M Measures of Dispersion
M Purposes and Methods of Classroom Evaluation

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M Scoring and Grading
M Standard Scores
M Whole Test Construction
M Writing Classroom Tests

• STIMULUS VARIATION

K Creating Student Involvement
M Designing Effective Instruction
M Stimulus Variation

• STORYTELLING

M Developing Children's Listening Skills
K Developing Children's Oral Language
M Developing Children's Oral Language Skills
M Developing Listening Skills
M Language Arts: Improvement of Instruction in Listening
M Language Arts: Improvement of Instruction in Oral Communication
M Listening
A Storytelling
M Storytelling
M Telling Stories to Pupils

• STUDENT TEACHING

K Cooperative Urban Teacher Education (CUTE)
S Meet Your Cooperating Teacher
A Student-Teacher Relationships and Roles

• SUBSTITUTE TEACHERS

K Substitute Teacher; An Idea Exchange

• SUPERVISION

F Audio-Visual Supervisor
M Diagnosis-Prescription System for Staff Development
S Instructional Supervision: A Criterion-Referenced Strategy
B Instructional System in Systematic and Objective Analysis of Instruction
M Introduction to a Diagnosis-Prescription System for Staff Development
A Student-Teacher Relationships and Roles
K Teacher-Competency Development System

• SYSTEMS ANALYSIS

F Continuous Progress Learning
S Curriculum Rationale
S Deciding What to Teach
M Developing Instructional Modules
K Developmental Testing
G EDPLAN
G Impact: A Community Simulation
F Instructional Development
K Instructional Development Institute Program
B Instructional System in Systematic and Objective Analysis of Instruction
G Life Skills: Decision I
G Life Skills: Objectives
G Life Skills: Power Plans
V New Techniques and Technology in Education
M Overview of Curriculum Rationale
S Planning and Organizing for Teaching
B Research Utilizing Problem Solving — Classroom Version
K Systems Approach to Lesson Planning
K Systems Innovation for Curriculum Development
K Verbal-Behavior Classification System

• TABA, HILDA

K Basic Teaching Learning
M Inductive Verbal Concept Development
K Three Teaching Strategies

• TEACHER AIDE

K Adult Basic Education Teacher-Teacher Aide Training Package
F Career Development
M Classroom Management: The Physical Environment
M Completing State and County Forms
S I Am a Teacher Aide
F Make a Mighty Reach
M Role of Teacher Aides
M Roles of Professional and Paraprofessional Personnel in Team Teaching
M Teacher Aide Training Guide for Classroom Teachers
K Teacher Aide Workshop
S Teacher Aides in the Classroom
K Teacher/Teacher Aide Companion Training Program
F Teams for Learning
S Training Program for Mothers
F Various Perceptions of Auxiliaries at Work

• TEACHER TO TEACHER — AN INDIVIDUALIZED INSTRUCTION SERIES

F How to Get Individualization Started (Part I)
F How to Get Individualization Started — A Further Exploration (Part II)

• TEACHER TRAINING KIT SERIES

K Experiments Teach
K Games Teach
K Interaction Teaches
K Observation Teaches
K Puzzles and Mazes Teach
K Simulations Teach
K Tapes Teach

• TEACHING OF SCIENCE-MATHEMATICS AS AN INTERDISCIPLINARY SUBJECT SERIES

M Fractional Numbers and Ratios
M Geometry
M Science Teachers Resource Book, Volume S

• TEACHING SKILLS FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS SERIES

K Creating Student Involvement
K Increasing Student Participation
K Presentation Skills
K Questioning Skills
K Response Repertoire

• TEACHING THE DISADVANTAGED CHILD SERIES

F Portrait of a Disadvantaged Child: Tommy Knight
F Portrait of the Inner-City
F Portrait of Inner-City School: A Place to Learn

• TEACH MORE FASTER SERIES

F Teach More Faster: Part I
F Teach More Faster: Part II
F Teach More Faster: Part III

• TEACHING OF MATHEMATICS SERIES

M Addition — Meaning and Process
M Assessing Student Behavior
M Concept of Number
M Division — Meaning and Process
M Manipulative Materials in the Classroom
M Multiplication — Meaning and Process
M Subtraction — Meaning and Process
M Rational Numbers
M Self-Directed Instructional Program to Numeration

• TEAM TEACHING

V American History: New Methods
M Background, Philosophy and Purposes of Team Teaching
V Behind the Classroom Door

A — Audiotapes; B — Books, Guides, Printed Matter; F — Films; G — Games and Simulations; K — Kits, Multi-Media Packages, or Mini-Courses; M — Modules; P — Programmed Texts; S — Slide/Tapes and Filmstrips; V — Videotapes.

F Charlie and the Golden Hamster: The Nongraded Elementary School
M Classroom Strategies — Team Teaching
M Differentiated Staffing
F Differentiated Teaching Staff
M Evaluation of Team Teaching and Children's Continuous Progress
F Experiment in Education
M Group Process in Task Team
M Grouping Children for Instruction in Team Teaching
M Growth Producing Relationships
F How Can You Apply Team-Teaching and Nongrading to Your School?
F How to Get Individualization Started
S I Am a Teacher Aide
K I.G.E. Agency Kit and School Kit
K I.G.E. Filmstrip Kit
K Individually Guided Education
F Make a Mighty Reach
M Materials and Resources Suggested for Team Teaching and Individualized Instruction
F Nongrading and Team Teaching
M Philosophy and Background of Team Teaching
M Prerequisites for Good Planning Sessions in Team Teaching
F Quiet Revolution
M Roles of Professional and Paraprofessional Personnel in Team Teaching
M School Organization Cluster
F School Without Failure
F Some Principles of Nongrading and Team Teaching
K Teacher/Teacher Aide Companion Training Program
F Team Analysis and Planning
M Team Teaching
M Team Teaching as Facilitator of Nongraded School
F,B Team Teaching in the Elementary School
F Team Teaching on the Elementary Level
F Why are Team-Teaching and Nongrading Important?

• TECHNOLOGY

K Designing Effective Instruction
V Instructional Technology in Education
V New Techniques and Technology in Education
F Programming is a Process: An Introduction to Instructional Technology
F Teacher and Technology

• TELEVISION

V ITV Student
V ITV Utilization
M Motion Picture Projection
V New Techniques and Technology in Education
K TV Kit for the Hearing Impaired
S Using Closed Circuit TV
V Visualizing Education

• TESTS AND MEASUREMENTS

M Assessing and Developing Readiness for Reading
M Assessing Student Behavior
M Criterion Testing
M Descriptive Statistics
S Determining Student Grades
M Developing Criterion-Referenced Tests
M Educational Learning and Instruction
M Evaluating Learning and Instruction
M Evaluating Reading Performance
S Evaluation
M Evaluation of Team Teaching and Children's Continuous Progress
M Evaluation: Statistical Indicators
F Give Me Instead a Catastrophe
F Image in a Mirror
S Interpreting a Published Achievement Test
F Introduction to the Stanford-Binet Test of Intelligence
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
M Item Analysis
M Item Writing: Alternative Choice, Matching, Completion, Short Answer
M Item Writing: Essay, Oral, Process and Product
M Item Writing: Multiple-Choice
M Learning Activity Guide
S Making Your Own Tests
S Measurement of Learning
S Modern Measurement Methods
A New Techniques for Assessing Cognitive Development
M Norm-Referenced Tests: Selection, Administration and Interpretation
M Norm-Referenced Tests: Their Uses
M Overview of Evaluation
M Pupil Evaluation
M Purposes and Methods of Classroom Evaluation
B Psychology of Teaching and Learning
M Reading Readiness
F Report Card
M Scoring and Grading
F Standardized Test — An Educational Tool
K Teacher-Competency Development System
F Techniques of Non-Verbal Psychological Testing
K Test Interpretation Kit — An Introduction to the Language of Testing
F They All Learn to Read
A Use of Standardized Tests by Teachers
M Using Informal Diagnostic Tests in Reading Skills
F What Do I Know About Benny
M Whole Test Construction
M Writing Classroom Tests
S Writing Tests Which Measure Objectives

• THEORY INTO PRACTICE SERIES

P Motivation Theory for Teachers
P Reinforcement Theory for Teachers
P Retention Theory for Teachers
P Teach for Transfer
P Teach More Faster

• TRANSLATING THEORY INTO CLASSROOM PRACTICE SERIES

F Motivation Theory for Teachers
F Reinforcement Theory for Teachers
F Retention Theory for Teachers
F Teacher Decision-Making

• TUTORING

M Basic Learning Tasks
M Demonstrating Arithmetic Skills
F Programming Tutoring
B Structured Tutoring I: The Structured Tutoring Model
M Tutorial Techniques and School Records
M Tutoring

• UNDERSTANDING THE TEACHING OF READING SERIES

F Diagnosis — Formal and Informal
F Preparation for Reading

• UNIT PLANNING

M Elementary School Social Studies — The Unit Approach
M Lesson and Unit Planning
M Lesson Planning
M Methods of Introducing and Summarizing a Unit
M Objectives
S Planning a Unit
M Planning an Instructional Sequence
M Social Studies Resources
S Teaching Units and Lesson Plans

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M Writing and Using Lesson Plans in Social Studies Instruction

• URBAN EDUCATION

F Approaches to Early Childhood Curriculum
F Chance at the Beginning
V Compensatory Education
M Culturally Disadvantaged Youth
F Dehumanizing City . . . and Hymie Schultz
F Derrick
F English Teaching Tomorrow
M Environments of Modern Society
G Ghetto
K Inner-City Simulation Laboratory
F Kindergarten: Twigs from a City Tree
F Language and Integration
M Minorities in American Society — Their Children and the Education of Their Children
F New Options for Learning
F Portrait of a Disadvantaged Child: Tommy Knight
F Portrait of the Inner City
F Portrait of the Inner-City School: A Place to Learn
V Poverty, Language, and Learning
F Promises to Keep
S,B Teaching the Disadvantaged
F Worlds Apart

• USE OF MEDIA FOR TEACHING INQUIRY IN THE SECONDARY SOCIAL STUDIES SERIES

F Use of Simulation Game
F Use of Transparencies

• VALUES

M Acquisition of Questioning Skills
M Background of American Educational Practice
M Bicultural Program for Black Child
F Career Awareness: The Alternative
G,F Changing High School
K Comprehensive Personal Assessment System
G Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School
K Cooperative Urban Teacher Education (CUTE)
F Dehumanizing City . . . and Hymie Schultz
F Education and the Mexican-American, Part I and Part II
M Elementary School Social Studies — Values Education
F Eye of the Storm
F Fine Art of Aggression
F Free Growth
F I Am Also a You
K Inner-City Simulation Laboratory
F Interaction in Learning
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
F I Who Am, Who Am I?
M Learning Activity Guide
G Life Skills: Female Images
F Loneliness . . . and Loving
F Love To Kill
F My Country Right or Wrong?
F No Hiding Place
F Objectives in the Affective Domain
F Politics, Power and Public Good
F Pride and Prejudice
F Providing for Independence in Learning
M Reality Therapy
F Right to Live: Who Decides?
F Sense of Purpose
F,G,B Simulation Games for Teachers — Elementary School
F,G,B Simulation Games for Teachers — High School
M Social Class, Values and School Behaviors
M Social Studies Education Learning Tasks
M Social Studies for the Elementary School, Values and the Valuing Process
M Sociocultural Foundations Component
F Teaching About Physics and Society
F Trouble with the Law
M Values Education: A Social Studies Imperative
M Value Conflict Among School Roles
F Violence: Just for Fun
F When Parents Grow Old
F Whether to Tell the Truth
M Women's Lib?
F Worlds Apart

• VERBAL COMMUNICATION

K Analysis of In-Service Problems: Teacher-Student Interaction
F Communication by Voice and Action
K Developing Children's Oral Language
F,B Fair Verbal Behavior
F Group Discussion Filmstrip Series
M Inductive Verbal Concept Development
F Language and Integration
M Language Arts: Improvement of Instruction in Oral Communication
F Microphone Speaking
F Regional Variations
K Response Repertoire
F Social Variations
V Two English Languages
K Verbal-Behavior Classification System
F,B Verbal Interaction in the Cognitive Dimension

• VISION

F Blinded Children in Sighted Physical Education Classes
F Light of Your Life
S Perceptual Skills
M Social and Emotional Disorders Relating to Defects in Ability to Process Cues
F,B Visualization — A Key to Reading
F,B Visual Perception and Failure to Learn
F,B Visual Perception Training in the Regular Classroom

• WHAT RESEARCH SAYS TO THE TEACHER SERIES

S Controlling Classroom Misbehavior
S Educational Media
S Guided Study (Part I) and Homework (Part II)
S Listening: From Sound to Meaning
S Motivation in Teaching and Learning
S Nursery School and Kindergarten
S Teaching the Disadvantaged
S Understanding Intergroup Relations: A Person-to-Person Experience
S When Every High School Teacher Is a Reading Teacher

• WORKSHOP COORDINATOR KIT

K Building a Perceptual-Motor Experience
K Defining Objectives for the Teaching of Concepts
K Designing an Instructional Game
K Designing Criterion Measures
K Designing Objectives-Oriented Instruction
K Goals for Education
K Focus on Feedback
K Learners' Approaches to Learning

• WRITING

M Controversies
M Dictionary Skills
M Language Arts: Improvement of Instruction in Written Communication
M Micro-Teaching
M Teaching Grammar and Composition

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Annotations

A A

■ ABOUT THE CLINICAL PROGRAM, Robert Pinney

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant defines clinical program, labels statements about program as being consistent or inconsistent, identifies which program features are related to statements about program, lists in chronological order the four decision points in the program, and identifies which descriptions of various program events relate to which of the 4 decision points.

DESCRIPTION: Module OP-1 (35 pages) is programmed text centering on answers to four questions: What is a Clinical Program?; What Are the Values and Beliefs of the Clinical Program?; What Are the Main Features of the Clinical Program?; and What is the Basic Structure of the Clinical Program? Appendices include a list of the values and beliefs of the clinical program and a glossary of terms frequently used in the clinical program. Completion time — 1 to 2 hours.

EVALUATION: Self-graded test frames are included after each of the four sections of the module.

■ ABOUT THE INSTRUCTIONAL MODEL, Robert H. Pinney

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant defines what is meant by a "model," identifies the purpose of a model of instruction, states the functions in the instructional model, and identifies the various features of the model.

DESCRIPTION: Module OP-2 (31 pages) is programmed text on the definition of model which identifies the functions of a model as formulation of program objectives, diagnosis of learning needs, and selection of learning strategies with implementation, interaction and evaluation of instructional outcomes. Completion time — 1 to 2 hours.

EVALUATION: Self-graded written tests are included after the two sections of the module.

■ ACCOUNTABILITY

DISTRIBUTOR: GPT LEVEL: All
COST: $24.95 AUDIENCE: Tea., Adm.

OBJECTIVES: Learners can describe basic steps in accountability and practical applications to 2 plans — performance contracting and teacher incentive.

DESCRIPTION: In a 15-minute animated filmstrip-cassette tape, the basic dimensions of accountability are introduced. It explains what accountability means and outlines 4 steps in an accountability system: (1) set educational goals, (2) test student accomplishment, (3) obtain an outside review of program by objective evaluators, and (4) provide a public report of results. Practical aspect of 2 accountability systems are described — performance contracting and teacher-incentive plans.

■ ACCOUNTABILITY, Howard L. Jones

DISTRIBUTOR: Houston LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Students demonstrate ability to bring about effective changes in pupils and show proof that after instruction pupils can perform cognitive behaviors that they could not previously perform. The following sub-objectives are listed: (1) define accountability and performance contracting; (2) state advantages and disadvantages of accountability; (3) name major effects of accountability on curriculum reform; (4) state advantages and disadvantages of performance contracting; (5) define turnkey; (6) state reasons for teacher rejection of performance contracts; (7) specify reasons behind contingency management techniques; (8) identify problems associated with school failure; (9) identify relationship between school success and success in life; (10) construct a failure-proof grading system; (11) describe basic tenets of Reality Therapy; (12) identify cause of many emotional misbehaviors; (13) select a relevant issue from subject matter area; (14) describe failure of homogeneous grouping; (15) identify roles of behavioral objectives; (16) identify possible Reality Therapy strategy for a given classroom behavior; and (17) construct a possible strategy for a given teaching objective.

DESCRIPTION: The module introduces major concepts and assumptions underlying accountability and performance contracting. Activities consist primarily of readings taken from Glasser, Mager & Pipe and others. Students participate in the module during internship and complete each of two tracts leading to the successful performance of the two-part terminal objective. In the Affective Path, students: complete a "You Really Oughta' Wanna" chart by listing each pupil's name (in their internship class) and a behavior change he/she really "oughta wanna" make; and select one child from the group as "target" and construct a strategy using Reality Therapy to change pupil's behavior. Students implement the strategy and show evidence of success in the form of tape recordings, anecdotal notes, etc. In the Cognitive Path, students: develop a unit of learning, identify a cognitive goal for their pupils, justify it, state behavioral objectives, develop pre- and post-assessment, describe instructional strategies to be used in achieving objectives, and describe remediation procedures for pupils who did not meet objectives satisfactorily. Students then teach unit (lesson, etc.) and submit pre- and post-assessment results, anecdotal records, etc. as proof that pupils have met objectives and acquired new learning. The module gives students an opportunity to apply various theories to planning and implementing instruction; practice in assessing student needs and learning; and helps students assume responsibility for the behavior and learning of their pupils.

EVALUATION: There is no pre-assessment for module. Post-assessment consists of student proof that pupil learning and behavior change has occurred as a result of their intervention.

■ ACHIEVING PROFESSIONAL GOVERNANCE —I

DISTRIBUTOR: NEA-IPD LEVEL: All
COST: $10.00 AUDIENCE: Tea., Adm.

DESCRIPTION: Filmstrip, audiotape (14 min.), and script discuss teaching, teachers and their rights and responsibilities as professionals. Filmstrip then explains the implications of governance, suggests formats for establishing professional governance powers, and recommends steps to accomplish a governance board. Procedures used in state of Wyoming are described.

■ ACHIEVING PROFESSIONAL GOVERNANCE —II

DISTRIBUTOR: NEA-IPD LEVEL: All
COST: $10.00 AUDIENCE: Tea., Adm.

DESCRIPTION: Filmstrip (79 frames), audiotape, and script discuss problems of individual teachers, responsibilities of

teachers and professional organizations, and the purpose and aim of education. Also presented is the idea that a profession should be responsible for licensing teachers, qualifying institutions for teacher education programs, protecting competent teachers, and determining the kind of advanced continuing education. Finally, NEA's role in achieving professional standards and establishing boards and Professional Practices Commission in each state is presented.

■ ACHIEVING RELEVANCE WITH THE CURRICULUM

DISTRIBUTOR: Ed C
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm.

OBJECTIVES: The planner of curriculum will be able to use strategies that make the curriculum more responsive to constructive forces of change and to the interests and experiences of the school's clients.

DESCRIPTION: This film suggests the following criteria for developing a relevant curriculum: students, parents, teachers, as well as administrators, should be active in developing curriculum; students should be able to choose from a varied curriculum; mini-courses or new courses should be developed through student initiative; utilization of community resources as part of the curriculum; utilization of modern communication technology in the curriculum; and curriculum involvement in areas that usually go on outside of the school. These criteria are developed and presented through clips of students and teachers in action. 16mm/color/10 min.

■ ACQUISITION OF QUESTIONING SKILLS, James R. Johnson, Joseph Hurst

DISTRIBUTOR: Toledo
COST: Consult Distributor
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: (1) Classify questions according to Guilford's 4 modes of thinking and rewrite questions in mode different from one given; (2) classify questions as to the dominant source of their faulty construction and rewrite questions improving upon phrasing; (3) list and explain at least 8 uses of questioning by a teacher; (4) present a micro-lesson of a social studies concept (7-10 minutes) using almost exclusively the asking of questions; (5) identify questions according to Bloom's categories; (6) generate concept-related questions at each specified cognitive level; and (7) describe questioning behaviors and strategies and develop sample questions which would elicit value position or value judgments.

DESCRIPTION: In this module (55 pages), the trainee works through a very detailed learning sequence in a self-instructional mode. The learning sequence directs students to specific readings, audiotapes, filmstrips, and videotapes. The trainee may receive help in working through the materials by consulting with the instructor individually. Special classroom activities are scheduled periodically for trainees. Included in the module are an overview/rationale, a one-page bibliography, study guide questions, suggested activities, and pre- and post-tests for each objective. Audiotapes, videotapes, and filmstrips are not included in module.

EVALUATION: Pre- and post-tests are included for each objective. The tests contain both objective and subjective cognitive items and also performance items. Some of the instruments are self-checked, while others are evaluated by the instructor who makes corrections and gives feedback to trainee (subjective and performance items).

■ ADAPTING TO STUDENT DIFFERENCES, William Glasser

DISTRIBUTOR: Vimcet
COST: $10.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This audiotape presents William Glasser's views regarding ways instructors can adapt their efforts to individual differences among learners. Glasser's recording develops his ideas in relationship to work he has done.

■ ADDITION — MEANING AND PROCESS, E. Glenadine Gibb, Julienne K. Pendleton

DISTRIBUTOR: R&D—Tex.
COST: $1.25
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The user will be able to: (1) demonstrate knowledge for teaching addition by (a) identifying objectives which develop meaning for addition and (b) identifying objectives of exercises which make use of addition algorithms; (2) given a set of objectives for developing addition concepts, identify and construct learning activities for obtaining these objectives; and (3) diagnose student difficulties by (a) constructing assessment items for stated objectives, (b) identifying sources of error (unattained objectives), (c) placing unmet objectives in sequence, and (d) designing activities to correct sources of error.

DESCRIPTION: This self-paced module (69 pages) contains three sections. The first provides self-diagnostic activities which enable the user to determine which instructional tasks to undertake. In the second section, the student works individually through instructional sequences with tasks related to both the meaning and the process of addition, including instructional objectives, learning activities, and assessment. The third section is a competency appraisal — written questions which are followed by a discussion with the instructor. No additional equipment is necessary. An instructor's guide is under development, but not available at this time. Completion time — 1 to 2 hours.

EVALUATION: The module contains a pre-assessment and post-assessment by means of written tests. The module has been through one developmental field test with subsequent revision.

Part of series: The Teaching of Mathematics.

■ ADJUSTING OBJECTIVES FOR INDIVIDUAL LEARNERS, Harry Garrison

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant adjusts given unit or lesson objectives to meet individual learner needs.

DESCRIPTION: Module 1 (42 pages) has prerequisites of defining behavioral objective; distinguishing objectives behaviorally stated; writing and identifying objectives at cognitive, affective and psychomotor levels; and writing objectives requiring convergent, divergent, and evaluative thinking. Narrative gives example of adjusting an instructional objective by identifying the prerequisite tasks and by making a preassessment of the learner's achievement of prerequisite tasks and end-of-instructional objectives. Completion time — 5 hours.

EVALUATION: An identical self-checked evaluation of competence is included for pre- and post-tests. Also a written post-test is required with no criteria for evaluation included.

■ ADULT AS ENABLER: WHEN, WHO AND HOW MUCH?

DISTRIBUTOR: Bank Street Films
COST: $55.00
RENTAL: $8.00
LEVEL: E.Ch., Elem.
AUDIENCE: All

DESCRIPTION: The major issue of the film is the identification of qualities in adult behavior which stimulate inquiry and creativity in children, rather than stifling initiative. 16mm/b&w/17 min.

■ ADULT BASIC EDUCATION TEACHER — TEACHER AIDE TRAINING PACKAGE

DISTRIBUTOR: SCE Lab
COST: Consult Distributor
LEVEL: Adult
AUDIENCE: Tea., Sub-prof.

OBJECTIVES: The objectives of this program are: (1) to make teachers and aides aware of themselves and how they relate to each other, to learners, and the community and its cultural substructure; (2) train teachers and aides in methods and techniques of the audio-lingual approach to teaching English as a Second Language; (3) train teachers and aides in the techniques of writing and using performance objectives; (4) to provide a self-evaluation tool to improve classroom procedures and techniques of teachers and aides through the micro-teaching approach; (5) to train teachers and aides in the techniques for converting written objectives to lesson plans utilizing the teaching system matrix; and (6) to make participants aware of cultural differences and the effect these differences have upon themselves and their learners.

DESCRIPTION: Specifically, the package is designed for use with SWCEL's Performance Objectives, English as a Second Language, Systems Approach, and Cultural Awareness packages which contain slide-tape presentations, film pre- and post-tests, and workbooks. In this context, the Teacher/Teacher Aide Package can be presented as pre-service training in an 8-day institute, or as pre-service with the Teacher Aide and Cultural Awareness components with the remainder of the package utilized as in-service training or weekend workshops.

EVALUATION: Evaluation within the separate training packages are by use of written test. SWCEL has conducted limited field testing of the Package with positive results.

■ AGE DIFFERENCES, Margaret Lay

DISTRIBUTOR: Syracuse
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant becomes aware of age level differences between children by specifying differences between two children of different age levels.

DESCRIPTION: Module (3 pages) has the following activities: (1) systematically observe different age levels during free activity periods, noting their proficiency in activity, their attitude toward activity, and their preferences in terms of activity; (2) interview children of various ages, questioning them about their favorite toys, kinds of activities they like, favorite possessions, their friends, etc.; and (3) read from selections by Hurlock, McCandless, and Smart.

EVALUATION: Pre-test is written description of different age levels in terms of various characteristics. Post-test is written examination in which student differentiates between children of 2 given levels. Criteria for evaluation of tests are not given.

■ AGES 4 AND 5, Roberta Petelle

DISTRIBUTOR: NETCHE
COST: Consult Distributor
LEVEL: E.Ch.
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) uses a two-way mirror to observe children at play in nursery school. It illustrates the concept of an accepted nursery school. Petelle discusses what parents should consider in selecting a nursery school.

■ AGGRESSIVE CHILD

DISTRIBUTOR: NAMH
COST: $150.00
LEVEL: Elem.
AUDIENCE: All

DESCRIPTION: The purpose of this film is to show that serious emotional problems often underlie difficult or puzzling behavior in children. It illustrates how parents' feelings and attitudes influence children's emotional development and behavior, with particular emphasis on the importance of experiences in early infancy on children's growth and emotional life. Play therapy and other modern techniques in psychotherapy, counseling, and special education are illustrated in a variety of ways. 16mm/b&w/28 min.

■ ALTERNATIVE AVENUES TO EDUCATIONAL ACCOUNTABILITY

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape (#22) examines educational accountability. The program distinguishes between 3 forms of accountability (personal, professional, and public) and treats advantages and disadvantages of each system.

■ ALTERNATIVE MEASUREMENT TACTICS FOR EDUCATIONAL EVALUATION

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape program (#26) presents a 4-category conceptual system for describing and generating the diverse types of educational measurement schemes which should be used in systematic educational evaluations.

■ AMERICAN HISTORY: NEW METHODS, Lester Brune and J. Richard Snyder

DISTRIBUTOR: NETCHE
RENTAL: $20.00/7 days
LEVEL: High, Col.
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) describes linear programming and team-teaching as two teaching techniques which are currently being used in the American history curriculum of some institutions of higher education.

■ ANALYSIS OF CLASSROOM QUESTIONS

DISTRIBUTOR: WWSC
COST: Constult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant analyzes kinds of questions asked and assesses their relationship to the learning objectives by stating one system for categorizing questions, giving an example of how to categorize using given example, computing percentages in each category, audiotaping and classifying two peer-lessons, and taping subsequent lessons to demonstrate desired changes resulting from activity.

DESCRIPTION: Module 2 (9 pages) includes narrative describing Sanders classification system, an exercise for categorizing and analyzing questioning techniques, and a teacher question inventory for categorization. Completion time — 10 hours.

EVALUATION: No pre-test or post-test included. Criteria for fulfilling objectives suggested but not included.

■ ANALYSIS OF IN-SERVICE PROBLEMS FORMULATING COMPLETE AFFECTIVE OBJECTIVES, Blaine N. Lee

DISTRIBUTOR: BYU-HS
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: The student will be able to: (1) identify one's short range and long range goals with regard to student attitude; (2) identify approach and avoidance tendencies and behaviors to a topic in a learning situation; (3) write two complete affective objectives when given specific conditions; (4) formulate complete affective objectives for short-range and long-range teaching goals; (5) develop and prepare an original valuation instrument and process that can be used together with information about student attitudes; (6) identify specific

things one can do to create positive learning conditions in the classroom; and (7) formulate specific plans for using affective objectives in the next year.

DESCRIPTION: This course is designed for in-service teachers and is carried out independently with assignments mailed into the course instructor. It is divided into the following different topics (each with an objective): what teaching goals are; approach-avoidance behaviors; writing complete affective objectives; and what to use to assess attitudes. Material utilized but not included in the package are: Robert Mager's **Developing Attitude Toward Learning** (1968) and Lee & Merrill's **Writing Complete Affective Objectives — A Short Course.** Learning activities include reading textual materials, self-evaluation re attitudes, classroom observation re approach-avoidance behaviors, writing objectives, interacting with other teachers re pupil attitudes, and study attitude tests. Students may select from a variety of activities. A pad of assignments to be submitted is included along with the course syllabus. The package is 44 pages. One semester hour credit.

EVALUATION: A pre-assessment is provided for each topic (lesson). Evaluation consists of submitting work assignments to the course instructor who will assess achievement of objectives.

■ ANALYSIS OF IN-SERVICE PROBLEMS: FORMULATING USEFUL INSTRUCTIONAL OBJECTIVES, Ronald F. Malan

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: After completing the course the student should be able to: (1) critique objectives in terms of their usefulness for instruction; (2) formulate objectives that meet the criteria of instructional usefulness and adapt deficient objectives; (3) analyze objectives into their component concepts or skills; and (4) design evaluation items appropriate to learning levels in objectives. Each lesson in the course has precise objectives to be met, but there are too many to list here.

DESCRIPTION: This is a course for in-service teachers. Students are expected to carry out their work independently and submit assignments to the instructor by mail. It is divided into 8 lessons and deals with the following elements in instructionally useful objectives: objectives that are precise, practical and significant; three levels of learning — lower levels (memorization) concept classification, problem-solving; using cognitive and psychomotor objectives in instruction; using the levels of learning in structure. The course is self-contained. Learning activities include reading printed materials and completing exercises based on each lesson's objectives. A key is provided for self-evaluation. Included is a pad of assignments to be submitted to the instructor. The total package is 150 pages. There are no special requirements or equipment necessary to complete the course. One semester hour credit.

EVALUATION: Lesson provides for the student's pre-assessing through his own judgement whether he has already met the objectives. Assignments must be submitted, however. Evaluation consists of submitting work assignments to the instructor. Self-evaluation is provided through the lessons key which has answers to learning exercises.

■ ANALYSIS OF IN-SERVICE PROBLEMS: TEACHER-STUDENT INTERACTION, Hugh Baird

DISTRIBUTOR: BYU-HS LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) The student will be able to pass an objective test on Flanders Interaction Analysis System; (2) using Flanders, student will be able to analyze and describe his predominant teaching style; (3) using four interaction systems, student will (a) teach and record sessions, (b) apply some treatment then repeat process, and (c) evaluate each system by extent to which objectives were achieved in each case; and (4) the student will demonstrate knowledge of interaction analysis by preparing a report (choice provided).

DESCRIPTION: This is a home-study course to in-service teachers divided into 7 lessons. Learning activities are carried out independently and assignments are mailed to the instructor for his evaluation. The student contracts to carry out activities that will result in an A grade, or a B grade (contract form included). Learning activities include: readings from Amidon and Flanders, **The Role of the Teacher in the Classroom** (1967), plus other books by Amidon and Hunter, Amidon and Hough; working with a Flip Chart by Blaine N. Lee and Roland L. Lee, called **"An Introduction to Interaction Analysis"** (Brigham Young Univ.) and accompanying audiotape; conducting and recording pupil-teacher interaction sessions with children and sending in tapes; practice in tallying interaction matrices; and writing papers on what has been learned. Materials included in the package are one cassette audiotape and flip chart of 29 pages, plus the syllabus of 32 pages and accompanying worksheets. Student must have access to a teaching situation and to tape recording equipment. Books must be purchased. One semester hour credit.

EVALUATION: Each lesson includes a simple pre-assessment and an evaluation. Evaluations consist of one objective test on Flanders IA system, plus completion and submission of course activities to the instructor.

■ ANALYSIS OF TEACHING BEHAVIOR, Gene E. Hall

DISTRIBUTOR: R&D—Tex. LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: Participants will be able to: (1) name and describe the system's fourteen catagories; (2) demonstrate use with recording of classroom behavior; (3) construct matrix; (4) construct I/D, i/d, S/T ratios and percentage of tallies in each catagory; and (5) describe and interpret matrix and ratios. Participants will be aware of: (1) catagories and sequence used when planning and teaching; (2) catagories and sequence used by other teachers; and (3) emphasis given to different teacher and student catagories.

DESCRIPTION: The module (42 pages) is used by instructors in training teachers to use the IAST (Instrument for the Analysis of Science Teaching) base, an extension of Flanders Interaction Analysis System. After the pre-assigned taped low ratio teaching, participants learn and use fourteen catagories to construct and interpret matrices of teaching behavior. Activities include discussion using transparencies and duplicated materials which can be made from pages provided for that purpose. A second low ratio teaching assignment with subsequent matrix construction and interpretation completes the module. Tapes, tape recorders and an overhead projector are required equipment. Completion time — 8 to 10 hours.

EVALUATION: Pre-assessment and post-assessment are both low-ratio teaching assignments which are audiotaped. The objectives of the instruction are supplied, but teaching procedure is unstructured. Both assessment sessions are used to construct and interpret interaction matrices and identify changes that occur. Field tests of this module were made by at least twenty different college professors with both pre-service and in-service teachers over a three year period.

■ ANALYZING GROUP PROCESSES, Sam Yarger

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: Videotape and accompanying work-text analyzes group processes. Material in text includes pre-test on group processes and information on the following topics covered in the tape: role analysis descriptions, transactional analysis protocol, and role analysis protocol. Text includes series of worksheets designed to be used with the tape.

EVALUATION: Pre-test is written examination based on opening sequence from tape. No post-test is described.

■ ANALYZING LEARNING OUTCOMES, Eva Baker

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

DESCRIPTION: In this filmstrip tape #11, techniques of task analysis are applied to learning objectives. Practice is provided so that an operational objective can be analyzed into subtasks, designated as either entry or en-route skills. Use of a particular strategy is advocated in which instruction is approached in terms of learners' responses, rather than teacher presentations. Instructor's manual is included. Completion time — 30 min.

■ ANALYZING TEACHER BEHAVIOR, Gene E. Hall and Howard L. Jones

DISTRIBUTOR: Houston LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Given an analysis of teaching behavior (ATB), identify and interpret the following: (a) I/D ratio, (b) S/T ratio, (c) frequency of categories demonstrated, and (d) dominant strategies. Given an ATB analysis of participant's teaching behavior, construct an alternative strategy, implement the strategy, and evaluate the effectiveness of implementation.

DESCRIPTION: This module is designed to provide teachers with a tool for analyzing their own teaching behavior and for encouraging them to develop habits for continual analysis of their classroom interaction. The analysis system used (Instrument for Analysis of Science Teaching) was developed by Gene Hall as a way of assessing process teaching. The IAST has categories that include teacher, pupil, verbal and non-verbal behavior as a way of coding and describing classroom climate. Students participate in seminars, discussions, and practice sessions with an instructor in which they learn to code and analyze classroom interaction. Students are also provided with access to computerized analysis. After students learn to interpret the results of the analysis of their teaching behavior, Indirect/Direct (I/D) ratios and Student/Teacher (S/T) ratios are related to specific instructional strategies. Students learn to vary classroom interaction through use of different strategies. Completion time — 8 to 10 hours.

EVALUATION: No pre-assessment is given for the module as it is anticipated that students have no prior knowledge of the IAST system. Post-assessment evaluation requires demonstration of the student's ability to vary interaction patterns by producing videotape evidence and interaction matrices showing two different I/D and S/T ratios. The last interaction pattern must coincide with the strategy and pattern described in a plan developed prior to the teaching segment.

■ ANDRAGOGY, Malcolm Knowles and Roger Hiemstra

DISTRIBUTOR: NETCHE LEVEL: Adult Ed.
RENTAL: $20.00/7 days AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) describes andragogy (not yet in dictionary) as the art and science of helping adults learn. Andragogy also redefines the role of the teacher in the process of self-directed learning. Knowles explains andragogical theory and the process design used with this approach to adult education.

■ ANGER AT WORK

DISTRIBUTOR: IFB LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $9.00

DESCRIPTION: Film explains man's displacement of his anger onto other men and how this impairs his efficiency in everyday living. Originally intended as an industrial training aid, but has applicability for teachers. 16mm/b&w/ 21 min.

■ ANSWERS AND QUESTIONS

DISTRIBUTOR: NASSP LEVEL: High
COST: $95.00 AUDIENCE: All

DESCRIPTION: Planned for all persons concerned with schools, this film raises important questions for secondary education. It focuses on the purposes and aims, school organizations to promote individual's growth, effective instruction and relevance in curriculum choices, encouraging individualized learning and pupil evaluation on that basis, grouping of students, and making time for teachers to teach. An accompanying booklet suggests ways the film might be used and suggests general questions for discussion, following up those raised by the film itself. The purpose of this film is to stimulate discussion and the continuing search for more effective ways of doing things at the secondary level. 16mm/color/25 min.

■ ANYONE CAN

DISTRIBUTOR: Bradley-Wright LEVEL: Spec. Ed.
COST: $240.00 AUDIENCE: Tea.

DESCRIPTION: Demonstrations by physical education instructors for handicapped in techniques for directly involving atypical children in motor skills which enhance learning and improve self-image. Study guides available. Four films on one reel. 16mm/color/27 min.

■ APPROACHES TO EARLY CHILDHOOD CURRICULUM

DISTRIBUTOR: ADL-BB LEVEL: E. Ch.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: Three short sequences filmed at a pre-kindergarten class in a ghetto school are used to explain the Institute for Developmental Studies, methods for teaching abstract concepts, self-image development, and how games can be adapted to reinforce learning. After each sequence, Dr. Deutsch and three members of his staff examine the teacher's techniques and assess where she has succeeded or failed in reaching the children. 16mm/color/25 min.

■ APPROACHES TO READING — INSTRUCTIONALIZED READING, Len Braam

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Lists in writing the basic tenets upon which an individualized reading program is based; (2) lists references for use as a guide in developing a program; (3) lists advantages and disadvantages of an individualized program; (4) provides examples of types of records necessary for implementing program; and (5) provides plans for carrying out individualized program for class of 25 students.

DESCRIPTION: Module (7 pages) has alternatives. These alternatives include: (1) reading from bibliography (not supplied); (2) interviewing teacher utilizing individualized program; (3) observing individualized program in progress; (4) setting up observation schedule for one week of observing one pupil intensively; and (5) discussing and comparing observations and findings with colleagues in seminar group.

EVALUATION: Written examination in self-test form for pre- and post-tests.

■ APPROACHES TO READING — LINGUISTICS APPROACH, Len Braam

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Lists names and publishers of linguistically-based series; (2) defines linguistics; (3) writes rationale for applying linguistics to the teaching of reading; and (4) lists

advantages and disadvantages of linguistics approach to teaching reading.

DESCRIPTION: Module (6 pages) contains activities requiring the following: (1) read from unnamed sources; (2) locate linguistics series; (3) obtain basal series and compare it to linguistics approach; (4) interview teacher using linguistics materials gaining her reactions; (5) observe classroom utilizing linguistics approach, discussing findings with peers.

EVALUATION: Pre-test and post-test are written examinations to be graded by the student from supplied key.

APPROACHES TO READING — THE BASAL SERIES, Len Braam

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Lists and describes 4 basal series, presenting philosophy on which each was based, advantages and disadvantages of each series, and characteristics of each; (2) discusses the selection of a series in terms of criteria to be used; and (3) describes the ways to utilize a basal series.

DESCRIPTION: Module (8 pages) contains the following activities: (1) read from Aukerman and Karlin; (2) review basal series; (3) obtain and use evaluation guide for basal series; (4) interview teachers utilizing basal series and one who does not, getting their reactions and approaches to reading; (5) observe classroom using basal approach and discuss observation with peers; and (6) interview supervisor for district concerning reasons for choice of reading series.

EVALUATION: Pre-test and post-test are written evaluations to be graded by the student according to supplied key.

APPROACH TO SCHOOL SITE DEVELOPMENT, William Strapp and Spenser Havlick

DISTRIBUTOR: IFB LEVEL: All
COST: $250.00 AUDIENCE: Tea., Adm., Sch. Arch.
RENTAL: $15.00

OBJECTIVES: Show advantages of natural setting for school which cannot be duplicated in classroom, particularly in science.

DESCRIPTION: Illustrates how to select a site for a school to enrich the educational program by utilizing natural environment. Advantages of natural setting cannot be duplicated in classroom especially for classes in mapping, biology, chemistry, forestry, botany, zoology and art. Key to site selection is blending beauty and utility, developing an outdoor laboratory of plant and animal life, and involving children in the development. 16mm/color/22 min.

APPROPRIATE PRACTICE, W. James Popham

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

DESCRIPTION: One of the most important principles which can be used in selecting effective instructional sequences is to give the learner opportunities to practice the behavior implied by the instructional objective. This filmstrip-tape #5 examines two forms of appropriate practice. The viewer learns to identify each of these forms and to generate his own appropriate practice activities. Instructor's manual included. Completion time — 30 min.

ARITHMETIC

DISTRIBUTOR: ADL—BB LEVEL: E. Ch.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: Seigfried Engleman leads a class of five-year-olds in a demonstration of arithmetic skills — from simple addition to factoring. 16mm/color/30 min.

ART AND THE GROWING CHILD, Leonie Brandon and A. Elizabeth Chase

DISTRIBUTOR: McGraw-Hill LEVEL: E. Ch., Elem.
COST: $15.00/filmstrip/rec. AUDIENCE: Tea., Par.
$10.00/record; $7.50/filmstrip

DESCRIPTION: Sound filmstrip (58 frames) illustrates how the emotional and intellectual development of a child is reflected in his painting and how an interpretation of his artistic work helps an adult to understand a child. One side of record is for parents, teachers, and other adults who have contact with children and are responsible for their growth and development. The other side is designed to awaken children's interest in art. Filmstrip uses actual paintings by children.

ART EXPERIENCE SERIES

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: $450.00/25 films; or AUDIENCE: Tea.
$20.00/each film

DESCRIPTION: 25 film loops (color, 3—4 min. each) are designed to help teachers give children a clear understanding of each different art medium, encouraging the development of skills and emphasizing the possibilities for personal experimentation. Loops lend themselves to individual use and employ variety of techniques, tools, and materials. Topics of loops are *Exploring Technique (Painting), Sponge Painting, Gadget Painting, Spatter Painting, Finger Painting, String Painting, Marbling with Powder Paint, Screen Painting (Parts I and II), Acetate Sheeting and/or Glass as Printing Press, Blending Crayon, Magic Paper: A Rubbing Technique, Crayon Engraving, Crayon and Starch, Laminating Paper with Crayons, Learning About Water Colors (Parts I and II), Open Color, Crackled Paper, Water Color Batik, Ghost Painting (Wax Resist), Stencil with Water Colors, An Oriental Technique and Water Color (Blotting Techniques).*

ART: HOW DOES A CHILD GROW, Paul Greenberg

DISTRIBUTOR: IFB LEVEL: All
COST: $22.50 AUDIENCE: Tea.

OBJECTIVES: Show through the changes in one child from ages 4-18 what is possible in terms of artistic growth for all children.

DESCRIPTION: Two filmstrips (91 frames, color, 37 min., 33-1/3 record) show the artistic growth of one child to offer clues to what is possible with all children. Through his drawings and painting, child is shown from 4-18: his changing interests, his developing awareness, his ability to use art tools, and his changing reactions to the world and his own experiences. Comments of youth at 18 are interspersed throughout the narration. Completion time — 37 min.

ART IN THE ELEMENTARY SCHOOL

DISTRIBUTOR: WILKIT LEVEL: Elem., Mid.
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of the following: (a) the functions of art as education, (b) child development and elementary art curriculum, (c) the artistic development of children, (d) correlation of subject matter with the art program; and (2) apply art techniques learned from background materials by making the following art samples: (a) print making, (b) mosaic, (c) collage, (d) resist technique, (e) transparency, (f) puppets, (g) parabolic art, (h) paper cutting, (i) stitchery, (j) painting, and (k) construction.

DESCRIPTION: Learning experiences in this WILKIT #23 (42 pages) fall into three phases: (1) reading about art education, (2) viewing a series of filmstrips on art techniques, and (3) making an Art Resource Journal which includes samples (objective 2) plus lesson plans to accompany each. A two hour

seminar entails sharing of products among 10—15 students. Materials utilized but not included in the WILKIT are: Art Education, Its Means and Ends by DeFrancesco; Whitman Creative Art Books; Tell Me Cat by Fisher; Stitchery for Children by Euthoven; Art Techniques for Children by Tritton, and 10 filmstrips dealing with art techniques. Included in the module are enclosures on parabolic art, stitches for stitchery, paper cutting, "Do's and Don'ts in Art Instruction," and scope and sequence materials.

EVALUATION: A self-evaluation form is included. Proficiency assessment includes a written examination plus conference with a faculty advisor on work done.

■ ASKING QUESTIONS

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $6.50 AUDIENCE: Tea.

DESCRIPTION: Reasons for asking questions in class, the proper framing of questions, types of questions, and the techniques of questioning are discussed in this filmstrip (44 frames, color).

■ ASOCIAL BEHAVIORS RELATING TO INADEQUATE ADULT MODELS, Bette Joe Davis, Ron Britton

DISTRIBUTOR: IUPUI-T.C. LEVEL: All, Sp. Ed.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Interviews a parent to assess the nature of the child-rearing practices; (2) interviews a child to examine the effects of the child-rearing practice on the child; and (3) writes a summary interrelating the parent's attitude and the child's response as indicated by the interviews. Recommendations for handling child's emotional needs in the classroom are included.

DESCRIPTION: Module SED-003.00 (7 pages) contains checklist for assessing child's classroom behavior, checklist for assessing parental attitudes according to Baldwin and Shoben model, and questionnaire for mother to fill out containing 42 items. No other materials or instructions are included. Completion time — 5 hours.

EVALUATION: Pre-test is written examination evaluated by instructor. No post-test included.

■ ASSESSING AND DEVELOPING READINESS FOR READING, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: E.Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea., Super.

OBJECTIVES: Student will be able to: (1) use reading readiness checklists and prepare an observation report; (2) administer, score, and interpret a standardized reading readiness test; and (3) prepare and teach 3 competency-based lessons in reading readiness skills to a child.

DESCRIPTION: Module (91 pages) involves the student with a pre-reading child and includes observation, testing, and teaching that child readiness skills at his level. Learning activities include: attending a presentation on placing children in instructional groups; viewing a videotape on reading readiness in a kindergarten; reading a number of enclosed selections on skills important to reading readiness and readiness for the non-English or non-standard English speaker (9 selections); observing; testing —Vabett Developmental Survey of Basic Learning Abilities; and teaching a child 3 competency-based lessons based on his performance on the test. Student makes a contract indicating what will be done and what will constitute success. Special equipment needed is VTR. Completion time — 10 hours.

EVALUATION: Post-assessment includes analysis of observation report, testing report, outlines of lessons, and evaluation of teaching sequence.

■ ASSESSING ATTENDING BEHAVIOR, Carl E. Hornsby and Doris Bridgeforth

DISTRIBUTOR: Curr. Imp. C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate skill in recognizing interfering behaviors; (2) establish a base-rate for interfering behaviors; and (3) identify rewarding responses that reinforce pupil interfering behavior.

DESCRIPTION: This multi-media module (27 pages) develops behavior modification principles of assessing interfering behaviors for teachers of exceptional children. Module introduces and develops concepts through the following student activities: reading specified materials and completing classification of interfering behaviors; viewing instructional model lessons and completing enclosed checklists (including checklist on reinforcement outcomes); viewing pre-course videotape and completing observation forms; conducting 4 classroom observations and completing accompanying forms and lists of observed interfering behaviors; and completing and establishing base-rate for interfering behaviors. Instructional model lessons and videotapes are not included in module. Completion time — 3 days.

EVALUATION: All written work done in module activities. Part of Series: Edcourse I: Attending Behavior: Skills for Teaching Exceptional Children.

■ ASSESSING STUDENT BEHAVIOR, Heather L. Carter

DISTRIBUTOR: R&D—Tex LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Learner will be able to: (1) describe differences between given assessment items on the basis of variation in performance class; (2) identify the performance class which is being assessed by a given item; (3) state the need for avoiding ambiguity in the question statement of an assessment item; (4) identify responses which are acceptable given an assessment item for a specified behavior or objective; (5) identify assessment items in which the content assessed is that described in a given performance objective; (6) name different modes of test presentation and describe occasions when specified test modes are appropriate; (7) name advantages and limitations of specified test modes; (8) construct a test item given a specific behavioral objective; (9) construct a behavioral objective and a test item given a hypothetical test textbook page of questions; and (10) name three different groups — child, parent, and teacher — to whom test information should be given and describe the uses to which each of these groups can put the information.

DESCRIPTION: This self-paced module (30 pages) discusses four areas of assessment: criteria for test items, test presentation modes, test construction, and test application. The participants read and answer discussion questions in writing. Pre-assessment provides the opportunity for the user to skip a section if understanding is demonstrated. Completion time — 2 hours.

EVALUATION: Pre-assessment and post-assessment are both in written test form. No criteria levels are stated.
Part of Series: The Teaching of Mathematics.

■ AUDIOLOGICAL PROCEDURES WITH PRE-SCHOOL DEAF CHILDREN

DISTRIBUTOR: Penn. State LEVEL: E.Ch., Sp. Ed.
COST: $53.00 AUDIENCE: Tea.
RENTAL: $6.40

DESCRIPTION: Three pre-school children participate in a two-week program for hearing-impaired children and their parents. It emphasizes audiological procedures leading to differential diagnosis by extensive descriptions of each child's auditory status. Audiological considerations, varieties of test behavior, interpretation of behavior, importance of evaluating the child-

ren from the standpoint of nursery school behavior and standard psychological test procedures, and responses to hearing and tutoring procedures are described. It shows importance of an inter-disciplinary staff conference regarding each child. 16mm/b&w/30 min.

■ AUDIO-VISUAL EQUIPMENT OPERATION SERIES

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: $490.00/27 films; $20.00 each AUDIENCE: Tea., Lib.

DESCRIPTION: 27 film loops (color, 3—4 min. each) provide demonstrations of the operation of different audio-visual equipment. It demonstrates usage of the following equipment and skills: 2 x 2 slide projectors, 35mm filmstrip projector, opaque projector, overhead projector, tape recorder, record player, splicing magnetic tape, motion picture projection practice (Parts I and II), RCA Models Junio and 35016 (4 parts), Kodak Pageant — Model AV-126-TR (2 parts), Graflex (Model 815) (2 parts), Kalart Victor Model 70-15 (3 parts), Bell and Howell Model 399 (3 parts), Bell and Howell Model 542 (2 parts), Bell and Howell Autoload, and splicing motion picture film.

■ AUDIO-VISUAL EQUIPMENT OPERATION "B" SERIES

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: $160.00/8 films; $20.00 each AUDIENCE: Tea., Lib.

DESCRIPTION: 8 film loops (color, 3-4 min. each) provide demonstrations of the operation of the following kinds of audio-visual equipment: 35mm Bell and Howell filmstrip projector, 2x2 Kodak Carousel projector, 16mm RCA 1600 (safe threader and manual), and 16mm Kalart Victor projector — Model 75 (Parts I and II). This series also demonstrates combined uses for audio equipment.

■ AUDIO-VISUAL SUPERVISOR, Walter Wittich

DISTRIBUTOR: IFB LEVEL: All
COST: $225.00 AUDIENCE: Super., Lib.
RENTAL: $12.50

DESCRIPTION: Film provides overview of audio-visual education with the objectives and responsibilities of supervisor presented in detail. Duties of supervisor covered are in-service training for teachers, supervision of student assistants, selection and purchasing of equipment, evaluation of new materials, and assisting with school planning. 16mm/color/18 min.

■ AUDIO-VISUAL PRODUCTION TECHNIQUES SERIES

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: $450.00/30 films; $20.00 each, color; $14.00 each, b&w AUDIENCE: Tea., Lib.

DESCRIPTION: 30 film loops (3—4 min. each) demonstrate processes involved in the production of the following basic audio-visual materials: dry mounting (press and hand-iron), permanent rubber cement mounting, mounting (2-page picture, a cut-out picture, overcoming dry mounting problems, and using laminating film); cloth mounting (roll and fold — Parts I and II); mounting-setting grommets; lettering (felt pen skills and application, prepared letters, Wricopoint, Wrico Signmaker, Leroy 500, Leroy 700 and Langer); transparencies (handmade, heat process, Diazo Process, picture transfer, making overlays, adding color, mounting and masking); and Spirit Duplicator (operating and preparing masters).

■ AUTHORS OF CHILDREN'S BOOKS, Linda Lamme

DISTRIBUTOR: Syracuse LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant becomes familiar with authors of children's books, determines the favorites of a group of children, and develops skill in helping children become familiar with authors.

DESCRIPTION: Module (3 pages) contains lists of authors for younger and older children, readings by Doyle, and films on Sendak and McCloskey. Instructions for finding out who children's favorite authors are, are also included. Completion time — 1 week.

EVALUATION: Pre-test is group assignment in developing list of authors. Post-test is writing lists of authors and works, discussing material with peers, and turning in critique of module.

■ A/V PRODUCTION (VISUAL), Arthur Cullen

DISTRIBUTOR: Idaho T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern learn about production and use of various types of visual materials. Specific objectives are provided in each module.

DESCRIPTION: The module cluster (13 pages), ICM-006.00 (ISU), contains 5 modules: (1) *Overhead Transparencies;* (2) *Thermocopy Processes;* (3) *Mounting and Laminating Processes;* (4) *Spirit Duplication Process;* and (5) *2"x 2" Slides.* The instructional activities provided include: (1) recommended readings; (2) guided instruction and practice; (3) handouts; (4) seminars; and (5) self-determined activities.

EVALUATION: Pre-assessment and post-assessment activities are included in each module.

■ AWARENESS OF CHILD CHARACTERISTICS, Margaret Lay

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Broadens participant's awareness of children encountered in the classroom by increasing the number of dimensions used in describing any given child.

DESCRIPTION: Module (4 pages) contains activities for comparing children according to various characteristics. These activities include: (1) analyzing child according to views of him by various adults; (2) utilizing materials in folder (not supplied), and (3) reading from Brandt, Cunningham, Gordon, and Sears.

EVALUATION: Pre-test requires list of descriptions for children which participant is acquainted with. Post-test extends initial list and requires list of descriptive phrases for any of 10 children participant knows best.

■ BACKGROUND OF AMERICAN EDUCATIONAL PRACTICE

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: All

OBJECTIVES: Demonstrate knowledge of: (1) events, organizations, developments, and personalities in American education; (2) development of goals for American education; and (3) current innovations and issues in American education.

DESCRIPTION: WILKIT #16 (28 pages) is organized around three problems. Activities deal with cognitive learning and include books by Allen, Krug, Cressman & Benda, and Hughs Three films on American education history 17th—20th centuries are utilized in the WILKIT, as well as readings from **Phi Delta Kappan** and **Saturday Review.** For each of the three problems (objectives), questions for consideration and activities in recommended sequence are outlined. A timeline is included and is to be completed as salient events are completed. Topic outlines for films are also included. Books and films not included in WILKIT. Completion time — 15 to 25 hours.

EVALUATION: A student opinionnaire on issues in American education serves as the pre-assessment. A self-test is included for self-evaluation. Proficiency assessment consists of an objective examination relating to the three objectives. Faculty advisor approves completed timeline.

■ BACKGROUND INFORMATION FOR TEACHING SOCIAL STUDIES, Anita Dave Auzenne and Sara Morgan Williams

DISTRIBUTOR: Grambling T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The purpose of this module is to provide the intern with information which is an important prerequisite to learning how to teach the social studies "prerequisite knowledge components."

DESCRIPTION: This module (15 pages plus materials in an appendix) contains 6 mini-modules: (1) *Teaching-Learning Principles;* (2) *Needs of Children;* (3) *Interests of Children;* (4) *Objectives of the Elementary School and of Social Studies;* (5) *Patterns of School and Curriculum Organization;* and (6) *Personal Readiness.* The enabling activities which are provided are both varied and numerous. The reading references given are especially helpful.

EVALUATION: Pre-assessment and post-assessment tests are provided in the Appendix; these are written exercises.

■ BACKGROUNDS IN LANGUAGE, John Maxwell and Barbara Long

DISTRIBUTOR: NCTE LEVEL: All
COST: Purchase: Kit for 15/ AUDIENCE: Tea., Sp. Ther.
$600.00; kit for 25/$750.00. Rental for 10 weeks: kit for 15/$135.00; kit for 25/$175.00. Student Syllabus and Leader's Manual — $4.00/each. Additional copies $2.50 each to those purchasing kit.

DESCRIPTION: This multi-media program is designed as an in-service course for language arts teachers. The course is composed of eight 2-hour sessions covering 3 major subject matters of linguistics — modern grammars (traditional, scholarly traditional, structural, transformational), dialectology, and the history of English. Each session requires 2 hours of preparation time. Emphasis is placed on group experience and discussion. Each session consists of discussion of group readings and shared individual readings. The leader need not know much more than participants, as the responsibility for "teaching" rests with group members. Program is particularly useful in school districts without access to linguistic consultants or university programs. Materials included in the program are: a syllabus, manual, basic text readings, specially prepared taped lectures, individual readings of significant texts and pamphlets, exemplary curriculum materials, films, filmstrips, and records. Completion time — 32 hours.

■ BACKGROUND, PHILOSOPHY AND PURPOSES OF TEAM TEACHING, L. Jean York

DISTRIBUTOR: Leslie LEVEL: Elem.
COST: $2.80 AUDIENCE: Tea.

OBJECTIVES: Participant will demonstrate understanding of: (1) the definition and goals of team teaching; (2) the role of team teaching in education; (3) ways in which team teaching can facilitate individualized instruction; (4) evaluation of pupil progress and role of flexible scheduling and grouping in team teaching; (5) the benefits of team teaching to children, teachers, and the school; and (6) the role of planning in team teaching.

DESCRIPTION: This self-paced module (72 pages) pertains to the background, philosophy, and purpose of team teaching. The study guide tests previous knowledge, and a key to responses routes the user to other areas in the module which are useful to his particular needs. The study section provides 3 articles for student review and guides for tape and film. Not included, but used, is a tape, "General Background of Organization Changes in the School" (45 min.) and a film, "Team Teaching on the Elementary Level." 16mm/color/14 min.

EVALUATION: Pre-assessment and post-assessments are both in the form of written tests. The pre-assessment key provides the user with a plan for selecting which sections of the module to complete. The post-assessment key provides references to various sections of the module in the case of incorrect answers. This module has been extensively field tested.
Part 1 of Series: **Individualized Multi-Media Approach to Study of Team Teaching.**

■ BASAL APPROACH TO TEACHING READING

DISTRIBUTOR: WILKIT LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant describes essential characteristics of basal reading materials; describes strengths and weaknesses of basal instruction; describes procedures to group pupils for instruction and learning; constructs reading lesson plans; implements reading lesson plans; describes strengths and weaknesses of observed reading lessons; and describes in writing steps to take when setting up a reading program.

DESCRIPTION: In WILKIT #30 (13 pages), participant reads selections from Heilman and Durrell & Durkin, has option of reading from Spache & Spache, meets seminar with advisor and peers to discuss reading group procedures, observes and participates in public school classroom for three consecutive days according to requirements listed on enclosure, and meets with advisor to discuss results of observation-participation experience. Module requires advisor time and expertise, opportunity for observation-participation experience in public school, and access to readings. Checklist for monitoring progress in module is supplied student. Completion time — 18 to 20 hours.

EVALUATION: No pre-assessment. Written self-evaluation provided. Written proficiency assessment and criteria for subjective evaluation by advisor are not included.

■ BASIC EDUCATIONAL GRAPHICS: LOCAL PRODUCTION TECHNIQUES AND USE OF GRAPHICS IN THE CLASSROOM

DISTRIBUTOR: Scott LEVEL: All
COST: $150.00/Comp. set; $8.00/filmstrips each; $500/records each AUDIENCE: Tea., Sub-prof.

OBJECTIVES: Demonstrate ability to: (1) identify production standards and evaluate instructional graphics; (2) define basic skills in production of instructional graphics; (3) utilize chalkboard and classroom arrangement for graphic material; (4) produce and utilize instructional graphics and visual instructional materials.

DESCRIPTION: This multi-media set is designed to provide instruction in the skills of local production of graphics for classroom instruction. Participants are provided an introduction to and training in basic media skills. Set contents include: (1) instructor's manual (including 75 transparency masters); (2) 10 filmstrips and accompanying records: "Media Usage" (49 frames) which provides instruction for media usage and production; "Basic Classroom Graphics" (56 frames) which provides an overview of local production and equipment needed for production; "Teacher Evaluation of Graphics" (26 frames) which provides instruction in self-evaluation standards and techniques. "Instructional Use of Graphics" (27 frames) which presents proper use of chalkboards, walls and bulletin boards through demonstration models and examples; "Lettering A" (52 frames), instruction in simple lettering techniques; "Lettering A-1" (38 frames) which provides instruction in the use of wire-brush lettering equipment; "Drymounting" (51 frames); "Laminating" (49 frames); "Composition" (43 frames) which provides instruction in graphic composition for instructional use; and "Tapes, Hinging and Storage" (39 frames); (3) overhead transparencies; and (4) student manuals.

■ BASIC LEARNING TASKS

DISTRIBUTOR: NUSTEP LEVEL: All
COST: $4.00 AUDIENCE: Tea.

OBJECTIVES: (1) Identifies at least 5 teacher behaviors and 5 student behaviors in a real or simulated classroom situation, identifies the cues which stimulate student behavior, and completes test with 80% accuracy on concepts and principles of precision teaching; (2) selects a minimum of 5 goal statements which represent common goals for American secondary schools, writes a more specific goal statement appropriate to intern's subject area, and writes a minimum of two performance objectives used to indicate student progress toward completion of objectives and goals; (3) lists a minimum of 3 types of levels of teacher questioning skills, writes questions for tutoring session, lists types of cueing behaviors used by teachers in classroom, and classifies teacher cueing behaviors from data; (4) using materials in objective 3, plans alternative means of providing set and closure; (5) identifies responding behaviors from objective 4, classifies behavior as positive or negative and suggests alternative responding behavior for use by the teacher; (6) uses objective 2 to identify components of behavior and designs technique to assess the performance for that objective; (7) develops objectives for observation procedures, lists reasons for assessment of student performance, and defends given methods of assessment in various situations; (8) plans an action research project; (9) demonstrates use of audio-visual aids; (10) uses tutoring model from objective 3 in a real situation; and (11) conducts a small group discussion following procedures from earlier objectives.

DESCRIPTION: Component consists of 9 modules (144 pages). The activities in each of the modules follow this format: (1) Readings — these are either provided or referenced. Questions are provided to give direction in each of the modules. (2) Classroom Practice — activities are discussions with a group of peers, using videotapes for identifying certain behaviors or skills, using videotape for recording of various data, viewing films, or listening to large group presentations. (3) Practice in Field Situations — these activities are usually observational with the intern analyzing various aspects of student or teacher behavior. In some cases, the participant uses knowledge he has gained on campus to practice the skill in the classroom such as questioning techniques. (4) Evaluation of Student Performance — the evaluation ranges from completing listed requirements to taking tests which are enclosed in the module. Answers are included. Many of the reading materials are included in the package, especially if the reading is brief or if the author is a member of NUSTEP staff. The modules deal with: (1) a behavioral approach to teaching, (2) objectives, (3) questioning, (4) set and closure, (5) reinforcing and responding, (6) assessing entering behavior, (7) collecting data on student performances, (8) teacher self-assessment, (9) using audio-visual equipment, (10) tutoring, and (11) learning in a small group setting.

EVALUATION: No pre-test. Post-test is by either written, self-scored evaluation or completion of required performances. Criteria for these performances vary from specific to vague.

■ BASIC SKILLS IN ENGLISH,
James L. Evans, et al

DISTRIBUTOR: ILS LEVEL: All
COST: $11.45 AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to utilize skills in writing sentences; writing introductory, related, and concluding paragraphs; writing a composition; listening; and taking notes.

DESCRIPTION: This program is an individualized course, designed for either independent study or for use in conjunction with class meetings. It is divided into 7 units. Each unit booklet is divided into lessons which include textual presentations designed to teach a series of concepts and skills, exercises and activities, and sub-lessons which are expanded versions of the major lessons that the student may complete for a more detailed learning experience. Unit pre-tests, lesson post-tests, and a corresponding diagnosis chart for student use are also included. The course consists of the following units: *Writing Sentences, Writing Paragraphs, Writing Introductory Paragraphs, Writing Related Paragraphs, Writing Concluding Paragraphs, Writing a Composition,* and *Listening and Taking Notes* (which also consists of 3 plastic records of lectures to be listened to while working through the unit booklet). The course also includes course and unit tests; a student's progress plotter for recording progress through course; a master checklist for composition check; an instructor's manual which provides course overview, content, structure and outline; suggestions for administering the course; and answer keys for course and unit tests. unit tests.

EVALUATION: Self-evaluation in pre- and post-tests and assessment by course proctor on course and unit tests.

■ BASIC SOURCES OF SOCIAL STUDIES RESOURCES

DISTRIBUTOR: SMSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Student demonstrates knowledge of basic sources of information, organizations, commercial units, and projects that disseminate material which can be used for instruction; (2) student utilizes major indices and other sources to locate materials for social studies instruction; and (3) student studies the community for learning resources for the social studies program.

DESCRIPTION: Cluster has two paths to completion: (1) complete a contract with the social studies advisor, or (2) complete the 4 compacs listed — *Identification of Social Studies Resources, National and State Councils for the Social Studies, New Social Studies Projects and Curriculum Materials,* and *Using Community Resources in the Social Studies.* Learning activities in the compacs include reading a variety of selections dealing with the aspects of the social studies, compiling lists of concepts from disciplines in the social studies, designing a teaching strategy for one of the concepts, reading sources on resources and materials, and planning a 7-day program using discovered resources, videotaping one lesson of the 7 using a peer group for students.

EVALUATION: Pre-test can be taken on the knowledge com-

ponent of the cluster and then a prescription is written. Evaluation involves completion of the compacs or the contract.

■ BASIC TEACHING SKILLS, Bruce Joyce, Marsha Weil, and Rhoada Wald

DISTRIBUTOR: SRA LEVEL: All
COST: $80.00 AUDIENCE: Tea.

OBJECTIVES: (1) Help social studies pre-service and in-service teachers understand the complexity of their subject and the society in which they teach by giving an overview of basic teaching skills and strategies; (2) aid the teacher in moving from teacher-directed instruction, to negotiated instruction, to instruction which is student-directed, by describing and giving examples of the process of structuring; (3) use student/teacher interaction to demonstrate 3 ways of modulating cognitive level: factual, conceptual, and theoretical; (4) demonstrate how teachers help to shape inquiry in terms of focusing content to keep it useful to student's lives; and (5) demonstrate ways to teach children research methodology used by social psychologists to study interpersonal relationships.

DESCRIPTION: (1) Tape and filmstrip (11 min.) are an overview of the Social Studies Education program of SRA as developed by Joyce. Program includes text, **New Strategies for Social Education**; two paperbacks on skills and strategies; and the set of cassette filmstrips. The text views social studies as including an intellectual, a social, and a personal dimension. **Basic Teaching Skills** contains material on the skills of structuring, modulating cognitive level, focusing, and social sciencing. Each of these skills contains a description of the skill, an illustration of it, and description of appropriate learning activities; (2) tape and filmstrip (13 min.) describes methods for the social studies teacher to move from teacher-directed activity, to negotiated activity, to student-led activity, pointing out the need of each of the approaches. Four elements of instruction are explored: goals, content, activity, and procedures. Each element could be implemented by any of the structural processes named. Examples of each are given by student/teacher interactions; (3) tape and filmstrip (16 min.) describes and demonstrates the factual, conceptual, and thecretical ways of modulating cognitive level in the classroom. Joyce discusses with other developers (teachers) ways to use the levels. At factual level, emphasis on recalling information, recognizing or identifying information, gathering or enumerating data, and translating information into own words. The cognitive acts at the conceptual level are building categories and forming concepts, generating examples of concepts, comparing and contrasting, and making inferences about cause and effect. At the theoretical level, the cognitive acts are developing principles and generalizations, testing a hypothesis, making predictions, and making value judgments based on criteria or developing criteria; (4) tape and filmstrip (11 min.) show how the teacher is to shape the inquiry process to maintain the inquiry on course, so it does not become too diffuse and meaningless. Examples are given of classrooms in which the class is trying to determine principles of various religions. The teacher's role is to maintain discussion and inquiry on the objectives given. A matrix is presented with inquiry theme and domain of social life as the two dimensions. Examples of instructional situations are placed into the matrix; (5) tape and filmstrip (12 min.) demonstrates social psychology methodology as it can be used in classroom. Method contains 5 steps: read about or discuss concepts or methodologies, differentiate between concepts or methodologies, generate brief role-plays of human interaction, generate complex role-plays, and discuss and clarify concepts and methodologies. Classroom examples are given for the 5 stages.

■ BASIC TEACHING TASKS: A TEACHING LABORATORY MANUAL FOR BEGINNING TEACHER CANDIDATES, O. L. Davis, Jr. et. al.

DISTRIBUTOR: Curr. & T. Assoc. LEVEL: High
COST: $3.50 AUDIENCE: Tea.

OBJECTIVES: The goal is to provide secondary school candidates with an opportunity to undertake basic teaching tasks and receive direct feedback concerning the content and performance.

DESCRIPTION: This teaching laboratory manual (105 pages), an adaptation of micro-teaching, contains several components or teaching tasks: instructional objectives, presentation, interaction, refocusing, and questioning. For each task, the participant teaches a lesson for a specified situation. He then receives individual feedback from peers and instructors and from seeing and/or hearing himself teach on video or audiotape. All six tasks have a narrative description of the task and an evaluation guide. Necessary equipment includes video and/or audiotape. Completion time — 40 hours.

EVALUATION: The teaching tasks are evaluated by performance in a structured situation. No criteria levels are stated. This manual has been field tested and subsequently revised.

■ BECKY

DISTRIBUTOR: Stuart Finley LEVEL: E.Ch.
COST: $150.00 AUDIENCE: All

DESCRIPTION: This film depicts a retarded child, her family, and the processes for both parents and child involved in establishing this child as a normal family member. While Becky's needs include a special school, speech teacher, medical care, etc., the actions taken by her parents demonstrate how to effectively plan and care for her in a family situation. 16mm/color/15 min.

■ BECOMING FAMILIAR WITH CHILDREN'S BOOKS, Frank May, Inga Kelly and Shirley Ernst

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: On objective test, participant matches a list containing types of children's books with a set of descriptions of books and matches a set of given terms with a set of given definitions with 80% accuracy required. Using specified book lists, participant reads a minimum of 40 books with no more than 20 being picture books, keeping card giving title, author, and description. On oral exam, teacher will select from book list for discussion. Participant also chooses from list of performance activities to complete.

DESCRIPTION: Module CL1 (32 pages) contains lists of learning resources and bibliographies from which student can choose in order to meet the objectives. Included are a list of Black juvenile and young adult literature, a list of Chicano juvenile and adult literature, a list of Native American juvenile and young adult literature, and a list of book projects designed for an individualized reading program. Completion time — 25 hours.

EVALUATION: No pre-test. Post-test is written examination at knowledge level with no key included. Performance criteria are described in objectives, but criteria for evaluation are not included.

■ BEGINNING OF PICTURE MAKING

DISTRIBUTOR: IFB LEVEL: Elem.
COST: $70.00 AUDIENCE: Tea.
RENTAL: $6.00

OBJECTIVES: Demonstrate examples of art work at ages three through seven.

DESCRIPTION: Intended for primary grades as well as parents and teachers, film shows examples of work produced by 3–5 year olds using tempera paint when skills are weak, but creativity high; at six when recognizable figures are introduced; and at seven when skills begin to catch up with ideas. Book by Gaitskell (24 pages, $.75) based on film and gives brief, clear

statement of principles and techniques of value to teachers (available from distributor). French version available: S'initior a la Pienture. 16mm/color/6 min.

■ BEHAVIORAL OBJECTIVES

DISTRIBUTOR: Toledo LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Write, revise, and use behaviorally stated terminal performance and enabling objectives in the three domains at two levels of the taxonomy.

DESCRIPTION: In this module (4 pages) the trainee reads and studies a handout, "Objectives and Enabling Objectives," and two books, **How Children Fail** and **Writing Worthwhile Behavioral Objectives**; takes a 10-item objective test on **How Children Fail**; plays Objective's Marketplace game; participates in small group discussions; and writes questions with matching behavioral objectives. Included in module are references to the two books and the 10-item objective test on **How Children Fail**. Trainee is directed to outside sources for all other needed materials.

EVALUATION: Pre-test is referred to in module, but no description given. Post-test is also mentioned, but no description included.

■ BEHAVIORAL OBJECTIVES

DISTRIBUTOR: Doane College LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate: (1) an understanding of the rationale for writing objectives in a performance and behavior style; (2) ability to design pre-assessment materials; and (3) proficiency in writing behavioral objectives.

DESCRIPTION: Depth Packet #18 (13 pages) introduces the student to behavioral objectives through recommended texts for study, Vimcet filmstrips, audiotapes, and discussion seminars for expansion and revie w of information on behavioral objectives. The student then writes behavioral objectives and statements of ideas to be learned, designs pre-assessment materials, and constructs a unit of work with performance objectives in the cognitive, psychomotor, and affective domains. Pack includes guides for Vimcet materials, pre-assessment guide, and a list of illustrative verbs. Completion time — 10 to 12 hours.

EVALUATION: By faculty advisor on written work and in oral examination.

■ BEHAVIORAL OBJECTIVES, Juanita F. Barnes

DISTRIBUTOR: Grambling T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The module has two major objectives: (1) the intern will state 5 behavioral objectives related to his teaching experiences; and (2) intern will demonstrate a knowledge of behavioral objectives.

DESCRIPTION: The module (7 pages) contains a variety of enabling objectives and activities; activities include: (1) lecture-discussions, (2) filmstrips and audiotapes, (3) suggested readings, and (4) intern options.

EVALUATION: The module calls for pre- and post-assessment procedures in which the intern demonstrates his competency relevant to the objectives of the module.

■ BEHAVIORAL OBJECTIVES DEBATE, John Goodlad et al

DISTRIBUTOR: Vimcet LEVAL: All
COST: $10.00 AUDIENCE: Tea.

DESCRIPTION: This audiotape (47 min.) records a debate on the value of measurable instructional objectives. Participants — James Popham, George Kneller, and John Goodlad — discuss the strengths and weaknesses of measurable instructional objectives and background for the major issues involved. An audience question and answer session is also included.

■ BEHAVIORAL OBJECTIVES AND ACCOUNTABILITY, Madeline Hunter

DISTRIBUTOR: Special Purpose LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $45.00/3 days

OBJECTIVES: Develop increased competency in the use of objectives.

DESCRIPTION: In film-lecture presentation, Madeline Hunter discusses behavioral objectives in relationship to specifying learning outcomes, evaluating achievement, and student learning activities. Objectives in creativity, critical thinking, attitudes and feelings, as well as the power of perceivable student behavior are also discussed. 16mm/b&w/30 min.

Part of Series: **Making Behavioral Objectives Meaningful.**

■ BEHAVIORAL OBJECTIVES AND LESSON PLANS, Arnold Gallegos, Andrew Keogh, R. E. Pendergrass

DISTRIBUTOR: Washington State LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Becomes aware of 3 levels of objective germane to the educational process and the 3 domains unde which objectives are classified; (2) composes 5 behaviora objectives that include all of the criteria suggested in thi module; and (3) prepares a single concept lesson plan usin behavioral objectives in the provided format.

DESCRIPTION: In this module (35 pages) the student will: (1 read paper on introduction to behavioral objectives (4 pages) (2) complete exercises on preparing instructional objective based on Mager; (3) choose alternatives as to further work o writing objectives: (a) reading from enclosed **Introduction t Behavioral Objectives**, (b) listening to audiotapes of sam material, (c) completing exercises, or (d) viewing Vimcet o "Behavioral Objectives"; (4) take formative test on writin behavioral objectives by rewriting given objectives; and (5 make summative evaluation on behavioral objectives by writin 5 according to given format. The final activity consists of plan ning and preparing a lesson plan on a single concept accordin to a given format. Completion time — 10 hours.

EVALUATION: Self-scored written pre-test. Post-test is both formative and summative evaluation of behavioral objectives with criteria included for evaluation by instructor. Lesson plan evaluated by instructor with criteria for evaluation not included.

■ BEHAVIORAL OBJECTIVES FOR THE TEACHING-LEARNING PROCESS, Larry Sedgwick

DISTRIBUTOR: U of Wis.—Stout LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant is able to: (1) select a unit of content from his teaching field and write technically accurate behavioral objectives appropriate to the unit or content; (2) write a testing item appropriate to measuring achievement of each of the objectives stated in objective 1; and (3) write one behavioral objective on any subject which can be taught in 5 minutes under simulated conditions and prepare appropriate testing items to determine if the objective has been met.

DESCRIPTION: This 23-page module's activities include a choice of reading enclosed article on writing behavioral objectives, reading article by Mager (not included), or viewing Vimcet filmstrips on "Instructional Objectives" and "Systematic Instructional Decision Making." Worksheets are included to ac-

company filmstrips and for rewriting a list of objectives into behavioral form. Self-test with answers is provided also. Completion time — 10 hours.

EVALUATION: Completion of module requires 90% accuracy on self-test and completion of performances required in objectives. Assessment of performance is by the instructor with no criteria for evaluation supplied.

■ BEHAVIOR MODIFICATION IN THE CLASSROOM

DISTRIBUTOR: U. of Calif. EMC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film introduces behavior modification through a brief description of the learning theory basic to the technique. Three specific problems in actual classroom situations are presented in which individual problem learners and their particular behavior are shown. The process of training teachers in behavior modification techniques, teacher application of the technique to above situations, and the resulting improved student behavior is then demonstrated. 16mm/color/25 min.

■ BEHAVIOR MODIFICATION IN THE CLASSROOM

DISTRIBUTOR: Toledo LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Given a classroom situation, trainee can design a plan for changing behavior of a group of students by using the following model: (a) pinpoint, (b) record, (c) consequate, and (d) evaluate.

DESCRIPTION: In this module (8 pages), trainee observes an actual or simulated classroom and lists behaviors to be changed, related inferences, and related value judgements (Pinpoint Phase); studies methods of recording behavior and selects appropriate methods (Record Phase); studies concepts related to consequates, or how to change the behavior, and selects and describes consequates for appropriate use (Consequate Phase); and finally assesses whether the goal has been reached and states recommendations (Evaluate Phase). Included in the module are criteria for application of concepts in the four phases and evaluative criteria relative to the terminal objective.

EVALUATION: No pre-test given. No post-assessment instrument is included (Post-assessment is probably based on instructor evaluation of performance in each of the four phases. Specific level of performance is given.) Module field-tested. No data available.

■ BEHAVIOR TECHNOLOGY: MOTIVATION AND CONTINGENCY MANAGEMENT, Donald Tosti et al

DISTRIBUTOR: ILS LEVEL: Elem., Mid.
COST: $6.50 AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to select appropriate procedures for given behavior, conditions that maintain the behavior, and procedures which may change behavior.

DESCRIPTION: This individualized programmed course is divided into 4 units, each unit presenting a major topic with unit booklets and a student's manual which contains enrichment activities and a reference book. Unit topics are subdivided into modules which treat separate areas with self-instructional activities, materials, and exercises. Progress checks for self-evaluation are provided. The course consists of the following units: *Elements of Motivation; Contingency Management; Contingency Contracting;* and *Self-Management.* The course also includes 2 forms of unit and course tests, and an instructor's manual which consists of course overview, content, structure and outline, suggestions for course administration and management, an extensive list of suggestions for individual unit and course enrichment activities, and answer keys for course and unit tests.

EVALUATION: Self-evaluation and assessment by course instructor on course and unit tests.

■ BEHIND THE CLASSROOM DOOR, John I. Goodlad and Galen Saylor

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00/7 days AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) discusses the changes which occurred in America's educational system in the past decade. Discussion centers on topics such as team teaching, use of audio-visual equipment, individualized instruction, and the training of teachers.

■ BENJAMIN FRANKLIN'S PLAN

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $6.50 AUDIENCE: All

DESCRIPTION: In this filmstrip (51 frames) illustrated highlights from Franklin's proposal for "Educating Youth" depicts his vision. He discusses the need for instructional materials, understanding teachers, and a well-balanced curriculum.

■ BETTER WAY . . . LEARNING TO CARE

DISTRIBUTOR: AIMS LEVEL: Mid., High
COST: $300.00 AUDIENCE: Tea., Adm.
RENTAL: $30.00/1-3 days Probation Officers

DESCRIPTION: This film describes the Las Palmas School for Girls and is narrated by a dance teacher who experienced the rewarding signs of rehabilitation and growing self-awareness in these troubled girls when they were motivated. 16mm/color/27 min.

■ BICULTURAL PROGRAM FOR THE BLACK CHILD

DISTRIBUTOR: San Diego T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: To emphasize the need for and development of an Afro-American culture that speaks to the needs of black people in Black America. Learner will be able to list needs of Blacks to relate to Africa; (2) list activities that will enhance positive self-concept of the black child; and (3) explain how the provisions and ends of a culture relate to needs of the black child. Learners will be aware of the cultural Black Nation.

DESCRIPTION: All learning activities in the module (31 pages) relate to the cultural Black Nation that has been articulated since the Watts uprising in California, 1965. Readings included in the material deal with customs and ceremonies that derive from various cultures of Black Africa. Three sets of readings are included. Two records are suggested but not included: "This is Madne " and the "Black Voices on the Streets in Watts." A visit to th.. chool of Afro-American Culture is suggested. Final activity is a seminar with peers and team leader to discuss concepts presented in the module. Completion time — 3½ hours.

EVALUATION: A post-test is included in the materials.

■ BILL COSBY ON PREJUDICE, Bill Cosby

DISTRIBUTOR: Pyramid LEVEL: All
COST: $300.00 AUDIENCE: All
RENTAL: $25.00

OBJECTIVES: Stimulate discussion on human relations problems and the nature of prejudice.

DESCRIPTION: This film by Bill Cosby is a monologue depicting the prejudicial stereotypes toward groups which make up the United States. No group is spared — Black, Jew, Southerner, Easterner, the Irish, the Japanese, and women — all receive ridicule. Cosby's solution is to get rid of them, without blood, but just get rid of them. Cosby concludes that he is a bigot and that there are only two like him left, and he doesn't like the other guy. 16mm/color/25 min.

■ BLACK AND WHITE TOGETHER

DISTRIBUTOR: NET
COST: $240.00
RENTAL: $13.00
LEVEL: High
AUDIENCE: Tea., Adm.

DESCRIPTION: Inter-racial understanding between high school students in Atlantic City, New Jersey was promoted by conducting 2 six-week sessions of living and learning together at a local hotel. Dissension occurs when a staff member becomes disillusioned and challenges the premise of the experiment. The project was written by adults under the pretense of letting students make their own decisions, but the students had no control. 16mm/b&w/58 min.

■ BLACK DIALECT, Theresa R. Love

DISTRIBUTOR: Southern Ill.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea., Sub-prof.

OBJECTIVES: To increase an understanding of black dialect as a variety of American English.

DESCRIPTION: Audiotapes (average 8 min. each) and a manual are available of conversations and exercises designed to illustrate the following features which linguists have identified as being characteristic of the speech of many disadvantaged blacks: (1) formation of the past tense and of the past participle; (2) construction of the perfect tenses; (3) use of the zero third person singular; (4) use of invariant *be* and of negative *be*; (5) the absence of *to be*; (6) omission of the copula; (7) tendency to over-inflect; (8) use of the noun zero possessive; (9) use of noun zero plural; (10) use of the double negative; (11) tendency to use the existential *it*; (12) use of multiple negation; and (13) use of question inversion. These illustrate selected syntactic and morphological features of the speech of disadvantaged black, elementary school pupils in the public schools of East St. Louis, Illinois. These materials were made a part of a USOE funded protocol materials project. Completion time — 10 hours.

■ BLINDED CHILDREN IN SIGHTED PHYSICAL EDUCATION CLASSES

DISTRIBUTOR: NIU
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

DESCRIPTION: This film shows several situations in which blind children participate in regular physical education classes with sighted children in elementary and junior high schools in DeKalb, Illinois. Physical coordination, behavior typical of blind children, and techniques used in assisting them in physical activities with normal children of the same age are demonstrated. The film also focuses on attitudes of blind children and their acceptance by sighted children in the regular program. 16mm/b&w/20 min.

■ BLOCKS . . . A MATERIAL FOR CREATIVE PLAY

DISTRIBUTOR: Campus Film
COST: $165.00/color; $100.00/b&w
RENTAL: $15.00
LEVEL: Elem., Mid.
AUDIENCE: Tea.

DESCRIPTION: In an unrehearsed setting, this film shows children from 5–11 years of age using blocks in creative play. The parallel between different stages of block building and stages of growth is demonstrated through the activities of the students. 16mm/color-b&w/16 min.

Part of Series: **Early Childhood Teacher Training Film.**

■ BLOCKS . . . A MEDIUM FOR PERCEPTUAL LEARNINGS

DISTRIBUTOR: Campus Film
COST: $195.00
RENTAL: $20.00
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film presents the perceptual learnings inherent in block building. Learnings derived from the child's perception of the blocks, the space in which he works, and perceptual learnings in relation to future academic learnings are also shown. 16mm/color/17 min.

Part of Series: **Early Childhood Teacher Training Film.**

■ BLOOM'S TAXONOMY, Donald Kauchak

DISTRIBUTOR: Washington State
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Writes 12 questions from any area of his discipline including 2 from each of Bloom's Categories; (2) writes 2 performance objectives following course format and classified above the knowledge level; (3) lists 6 categories of taxonomy in proper sequence, identifies either objectives or questions, and classifies them according to Bloom's taxonomy.

DESCRIPTION: Module (64 pages) includes introduction to taxonomies and the cognitive domain, gives brief narrative, has formative evaluation on each of the 6 levels of the domain, cites examples of each of the levels, provides opportunities for self-scored evaluations of differentiating between the levels, and gives situation requiring the student to create higher-level questions on own. Completion time — 5 hours.

EVALUATION: No pre-test. Each level of the taxonomy is tested by written examination and by skill exercises with criteria for evaluation included. A general review exercise is included at the end of module along with a general skill exercise which serves as the post-test. Sample responses for creative exercises are included.

■ BREAKING THE SOUND BARRIER

DISTRIBUTOR: Assoc.-Sterling
COST: $100.00
RENTAL: Free Loan to high school and college groups
LEVEL: All
AUDIENCE: Tea., Coun., Sub-prof., high sch.

OBJECTIVES: To provide teachers with an opportunity to design, evaluate and produce developmentally-ordered experiences focusing on gross motor activities.

DESCRIPTION: Materials used are those generally found in an educational or home environment, but perhaps not identified as useful for such activities. This is a self-contained teacher training kit (#8). Included are all materials necessary for conducting a training session. The basic format calls for active participation through small and large group interaction. Completion time — 2 hours.

Part of Series: **Workshop Coordinator Kit.**

■ BRIGHT BOY, BAD SCHOLAR

DISTRIBUTOR: NAMH
COST: $175.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This film shows an entirely new approach to the slow learners who make up 15 to 40 percent of the population of all classrooms. Such children are shown to be definable problems in relation to how they take in and process educational information — problems which, with the proper approach, can be overcome. 16mm/b&w/28 min.

■ BUILDING A PERCEPTUAL-MOTOR EXPERIENCE, Nancy Carlson

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: Film shows different causes and effects of hearing loss, and the equipment and techniques used to help these children and adults assume responsible, rewarding roles. Narrated by actress Nannett Fabray, its primary aim is to encourage high school and college students to enter a career in audiology, speech pathology, or education of the deaf. 16 mm/color/28½ min.

■ BUILDING CLASS INVOLVEMENT, William Glasser

DISTRIBUTOR: MEDIA FIVE LEVEL: All
COST: $225.00 video-cas.; $300.00 film AUDIENCE: Tea.
RENTAL: $35.00

DESCRIPTION: This film demonstrates three different activities which encourage students to work together and develop techniques for obtaining information through questioning. These activities are recommended for building student involvement in a way that is fun for both teacher and student. 16mm/color/28 min.

■ BUSINESS TEACHER EDUCATION LEARNING TASKS

DISTRIBUTOR: NUSTEP LEVEL: All
COST: $4.00 AUDIENCE: Tea.

OBJECTIVES: (1) Identifies basic business courses, defends his choice, and sketches brief outlines of course; (2) identifies steps necessary to lesson planning, identifies elements of plan, and prepares bookkeeping lesson plan; (3) lists modules in bookkeeping course and writes objectives from 3 domains for 2 bookkeeping lessons; (4) selects and/or develops suitable materials for basic business course; (5) identifies basic approaches and prepares, conducts, and evaluates micro-teaching activity in which acceptable approach to bookkeeping is used; (6) identifies most teaching methods and activities for bookkeeping course and prepares, conducts, and evaluates lesson in bookkeeping; and (7) identifies and prepares evaluation techniques for bookkeeping.

DESCRIPTION: Package includes 7 business education modules (64 pages) and 14 optional generic modules (64 pages). Modules in business concern: (1) orientation to basic business, (2) systematic planning, (3) writing objectives for bookkeeping, (4) organizing long-term instructional units for basic business course, (5) selecting materials in bookkeeping, (6) specific instructional approaches in bookkeeping, (7) methods of presentation in bookkeeping, and (8) evaluation processes in bookkeeping. Format for modules includes definition of problem, list of objectives, prerequisites (if any), and learning activities. Learning activities include: (1) readings — some included in modules; (2) classroom practice — group discussions, independent work, seminars, and viewing media; (3) practice in field situations — observations, discussion with teachers, and conducting lessons; and (4) evaluation of student performance. Optional generic modules include: (1) accountability, (2) contingency contracting, (3) classroom control, (4) concept learning, (5) problem-solving instruction, (6) skill learning, (7) measures and evaluation, (8) skill in small groups, (9) individual projects in human relations, (10) feedback measures, (11) interaction analysis and its uses, and (12) analyzing inquiry behaviors.

EVALUATION: No pre-tests. Post-tests are either written examinations evaluated by instructor, conferences with instructor, or completion of required performances.

■ BUT HE'S NOT AN ORDINARY CHILD

DISTRIBUTOR: Special Purpose LEVEL: Elem., Mid.
COST: $115.00 AUDIENCE: Tea., Coun.
RENTAL: $15.00/3 days

DESCRIPTION: This film shows a parent-requested conference with kindergarten teacher and school social worker. The episode demonstrates the aspirations and concerns of the parents while the teacher and social worker attempt to describe and interpret the course of social development and learning of a kindergarten child. Film is designed so that it may be stopped for audience discussion. 16mm/b&w/21 min.
Part of Series: Open for Discussion.

C C

■ CADRE TRAINING FOR ORGANIZATIONAL SPECIALISTS

DISTRIBUTOR: CASEA LEVEL: All
COST: Consult Distributor AUDIENCE: Adm., Super.

OBJECTIVES: To train a cadre of specialists to deal with the problems of transition in school system organization and help school staffs identify their problem.

DESCRIPTION: Cadre training includes developing communication skills, group and inter-group exercises, and data feedback techniques. There are discussions of perceptions and feelings about the school district, resources brought by each member, feelings about membership, and the goals of the team. Sections on clarifying information, establishing goals, uncovering conflict, and making decisions are read and discussed. Simulations are carried out and temporary plans made for dealing with the particular problem which the trainees seek to solve.

EVALUATION: This program has been studied extensively at two field test sites.

■ CAMERAS IN EDUCATION: PRODUCTION AND USE OF INSTRUCTIONAL SLIDES

DISTRIBUTOR: Scott LEVEL: All
COST: $90.00/comp. set; AUDIENCE: Tea.
$8.00/filmstrips, each; $6.00/cassettes, each

OBJECTIVES: Demonstrate ability to: (1) operate a cartridge-load camera; (2) construct a storyboard for developed slide unit; (3) apply photographic techniques to instructional objectives; (4) prepare a slide-tape presentation; (5) state applications for slides in different instructional situations; and (6) identify photographic errors.

DESCRIPTION: This multimedia set is designed to provide basic elements of photography use in the classroom. Composition, organization and areas of application are presented as participants develop skills and understandings of photographic use. Set includes: (1) instructor's manual; (2) 4 filmstrips and accompanying cassettes — "Basic Composition" (39 frames) which provides instruction in basic photographic composition for instructional uses; "Planning Slide Units" (33 frames)

which provides instruction in preparation of slide units; "Using Simple Cameras" (31 frames) which provides instruction in operating cartridge-load cameras; and "Instructional Applications" (28 frames) which provides instruction on slides used for various instructional situations; (3) 12 overhead transparencies; and (4) student manuals.

■ CAN INDIVIDUALIZATION WORK IN YOUR SCHOOL SYSTEM, John Goodlad

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: Elem., Mid.
AUDIENCE: Tea., Adm.

DESCRIPTION: In film-lecture presentation, John Goodlad analyzes some of the individual differences in learners and discusses how individualized instructional programs are designed to adequately fulfill these needs of the individual student. He then presents the kinds of changes in organization, curriculum, and methods of teaching that may be required in a school system to initiate an individualized instructional program. 16mm/b&w/41 min.

Part of Series: How to Provide Personalized Education in a Public School.

■ CAN WE IMMUNIZE AGAINST PREJUDICE?

DISTRIBUTOR: Columbia
COST: $98.00
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: This film deals with the problems that can result when children are instilled with their parents' prejudices. The film which is animated and designed by the noted illustrator, Leo Leonni, approaches its subject by describing 3 separate families and showing how each family tried in entirely different ways to raise their children in a climate free of prejudice. Evaluating the results leads to interesting discussions among viewers of the film. 16mm/animated/7 min.

■ CAN YOU HEAR ME, Lester Cooper

DISTRIBUTOR: IFB
COST: $275.00
RENTAL: $12.50
LEVEL: All
AUDIENCE: Tea., Coun.

OBJECTIVES: Depict effort to provide deaf child with normal life by teaching him to speak.

DESCRIPTION: Film shows efforts of the family of a deaf child to provide her with a normal life by teaching her to speak. Clinic shown in which child learns to read lips and imitate their movements. Hints for parents are given which would also be applicable to all teachers. Value of association with others who share problems is shown along with an example of one of the successful graduates of this type of training. 16mm/color/26 min.

■ CARE OF THE YOUNG RETARDED CHILD, Carl J. Ross

DISTRIBUTOR: IFB
COST: Consult Distributor
LEVEL: E.Ch., Infants
AUDIENCE: Tea, Parents

DESCRIPTION: This film compares several normal and retarded children at various chronological ages (3 months – 5 years) and developmental levels. Through comparison, normal growth patterns, processes, and corresponding developmental levels and skills are demonstrated. Attitudes and approaches for working with retarded children are correspondingly suggested and demonstrated. 16mm/color/20 min.

■ CAREER AWARENESS: THE ALTERNATIVE

DISTRIBUTOR: Holt, R.W.
COST: $140.00
RENTAL: $15.00
LEVEL: All
AUDIENCE: Lib.

OBJECTIVES: Provide stimulus for discussion of career choices and the concept of the dignity in any kind of work.

DESCRIPTION: Film examines a young boy struggling to understand how his father could trade a highly paid corporation executive's job for the physical labor of boat-building. The alternative suggests there can be dignity in any kind of work. It invites the viewer to decide for himself what criteria to follow in choosing a career. 16mm/color/11 min.

■ CAREER DEVELOPMENT

DISTRIBUTOR: Bank Street Films
COST: $25.00
LEVEL: Elem., High
AUDIENCE: Adm., Sub-prof.

DESCRIPTION: This film depicts what lies beyond the recruitment and training of aides or auxiliaries — e.g., counseling, providing opportunities for further education, and graduated levels of responsibility and compensation. 16mm/b&w/8 min.

■ CHANCE AT THE BEGINNING

DISTRIBUTOR: ADL-BB
COST: $85.00
RENTAL: $7.00/1 day
LEVEL: E.Ch.
AUDIENCE: Tea., Adm., Soc. Worker

DESCRIPTION: This film provides an overview of the preschool program for ghetto children designed by the New York University Institute for Developmental Studies. Various aspects of the program are shown, including the children at work, a meeting between parents and the Institute's social worker, and a teacher's conference where techniques are discussed. Demonstration for adaptation of program methods to the traditional pre-school curricula is also provided. 16mm/b&w/29 min.

■ CHANGE — TRAINING TEACHERS FOR INNOVATION

DISTRIBUTOR: I/D/E/A
COST: $225.00
RENTAL: $12.00/3 days
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: This in-service training film employs two techniques that have been successfully used by industry in training personnel for accepting innovations. A resource for educators seeking more effective means of staff involvement, the film depicts teachers and administrators as they work toward solutions to problems in their school. 16mm/color/26 min.

■ CHANGING HIGH SCHOOL, Fredrick P. Vendetti

DISTRIBUTOR: ADL-BB
COST: Consult Distributor
LEVEL: High
AUDIENCE: Tea.

DESCRIPTION: This simulation game is designed for use by teachers in a predominantly black school. Participants assume the role of a new teacher who faces problems in a high school with a majority black enrollment and a diminishing white student population. A film presents 11 problem incidents for participants to consider, discuss, and solve. Game kit also includes program director/group leader manual, participant's workbooks, and bibliographies. 16mm/color/26 min.

CHANGING ROLE OF THE TEACHER, Theodore Brameld and Galen Saylor

DISTRIBUTOR: NETCHE
RENTAL: $20.00/7 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) centers around a definition by Brameld of an ideal teacher. His ideal is a necessary motivation to prevent teachers from becoming stale and indifferent. Six basic qualities are outlined by Brameld in this discussion for future teachers.

CHARLIE AND THE GOLDEN HAMSTER: THE NONGRADED ELEMENTARY SCHOOL, John Goodlad and Frank Brown

DISTRIBUTOR: I/D/E/A
COST: $93.00
LEVEL: Elem.
AUDIENCE: All

DESCRIPTION: The concepts of nongradedness are approached through the eyes of Charlie, an elementary school student involved in an uninterrupted continuum of learning. The readiness of the school to provide appropriate learning for each child is stressed, rather than the readiness of the child for the school. Ideas highlighted are: student individual appraisal, effective learning experiences, relationships with peers and teachers, positive reinforcement, and independent activities geared to the unique individual. A team teaching environment and a conference with parents on their child's progress are shown. The film closes with a discussion of comparable costs of the nongraded school and the feasibility of nongradedness for any school — whether using new or old facilities. 16mm/color/13 min.

CHICANO AWARENESS, Mercedes Crawford

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) is designed to give teachers an insight into the background, culture, and family relationships of the Chicano student. The effect of the Chicano student's background on his achievement in the classroom is also discussed.

CHILD CREATES

DISTRIBUTOR: Soundings
COST: $85.00
LEVEL: E.Ch.
AUDIENCE: Tea.

DESCRIPTION: This film presents a philosophy of art education for young children in which the role of the adult is to provide enriching experiences and a free environment, to listen, to allow the child to make mistakes, to answer questions, and to recognize the child as a person in his own right. The film focuses on 2 kindergardeners who demonstrate the natural and spontaneous ways children create. A discussion guide is included with the film. 16mm/color/7 min.

CHILD STUDY PACKAGE FOR EXPERIENCE TEACHERS AND STUDENTS OF TEACHING, Vickie Jones and Linda Lawson

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant writes a rationale for child study, defines objective recording, gives examples of it along with advantages and disadvantages of practice, identifies methods of objective recording in printed context, selects child for study, records physical and behavioral information on him utilizing various procedures, reads case studies and analyzes causes of behavior along with prescriptive plans for alleviating situation, selects two behaviors from personal observation for analysis, observes entire class using time-sampling techniques and analyzes the results, and studies two children in class each day over a 3-week period.

DESCRIPTION: Module 4a (66 pages) includes assigned readings for achieving specific written objectives, a self-graded child study techniques test, examples of observation techniques, examples of case study anecdotes, and a sample log. Appendix includes self-check material for rationale for child study, objective recording, and required definitions. Examples of checklist for observations and interviews are also included. Checklists include open-ended items such as sentence completion forms and interest inventories. Completion time — 30 hours.

EVALUATION: Criteria and checklists for evaluation of each objective are included in the module. No pre-test or post-test included.

CHILD WHO CHEATS

DISTRIBUTOR: Holt, R.W.
COST: $140.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for interpretation and problem-solving, concerning what to do with the child suspected of cheating in class.

DESCRIPTION: Concerns child whose performance has always been average. Student scores 95% on important test, identical to the student next to her. Leaves open-ended the question of how the teacher should deal with the child she strongly suspects of cheating. Study guide available. 16mm/color/10 min. Part of Series: Critical Moments in Teaching.

CHILDHOOD: THE ENCHANTED YEARS

DISTRIBUTOR: Films, Inc.
COST: $550.00
RENTAL: $35.00
LEVEL: E.Ch.
AUDIENCE: Tea., Coun., Par.

DESCRIPTION: This film brings together several long-term studies and experiemnts dealing with the mental development of children. In the film psychologists are beginning to answer some of the questions surrounding a child's mental transformation from total dependency to a self-determined will. 16mm/color/52 min.

CHILDREN DANCE

DISTRIBUTOR: U. of Calif. EMC
COST: $85.00
RENTAL: $8.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film demonstrates that dance can be introduced in the classroom by nonspecialist teachers. Boys and girls from kindergarten through third grade participate in a program to make dance an integral part of the total school curriculum. The children explore the concepts of space, time, force, and imagery to produce dance improvisations that express feeling, moods, and ideas. 16mm/b&w/14 min.

CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL, Hughes Moir

DISTRIBUTOR: Toledo
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Identify sources of different types of children's literature; (2) evaluate children's literature; and (3) organize a beginning poetry file.

DESCRIPTION: This module (13 pages) contains an introductory rationale statement and three separate sections pertaining to picture books and stories, folk literature, and poetry. The student activities outlined consist of reading both textbooks and children's books, viewing a film, and attending teacher-led seminars. Materials required for completion of the module are not included, but the needed references are listed.

EVALUATION: Evaluation instruments for the module are not included.

CHOICE IS YOURS

DISTRIBUTOR: ACI
COST: $180.00
RENTAL: Available
LEVEL: High, Jr. Col.
AUDIENCE: Coun., Adm.

DESCRIPTION: Film portrays the boredom and frustration of students locked into a curriculum and educational process they do not desire or feel they need. Students express attitudes regarding future interests and opportunities presented by vocational high schools, junior colleges, and technical and trade schools. Vocational and job opportunities in such fields as auto mechanics, commercial art, engineering drafting, and dental hygiene are described. Counselors point out that college education is not always a prerequisite for a trade and the near equal pay of technicians with college graduates. 16mm/color/13 min.

CLASS AS A GROUP, Rodney Clark

DISTRIBUTOR: APT
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Discuss classroom group patterns — how they develop and group phenomena that often occur within the patterns.

DESCRIPTION: Tape (31 minutes) by Clark is presentation that includes: introduction into the need for recognizing the class as a group; usual group patterns such as halo, task-oriented and friendship pattern groups; and group phenomena within patterns such as cohesion, cliques, isolates, rejects, and leadership. Suggestions for discussion of topic are included in supplied tract. Completion time — 1 hour.

CLASS MEETING ON CLASS MEETINGS, William Glasser

DISTRIBUTOR: MEDIA FIVE
COST: $225.00 video-cassette; $300.00 film
RENTAL: $35.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film discusses class meetings as part of schools without failure and their goals and objectives. A sixth grade class with three years of class meeting experience evaluate their experiences. This film demonstrates the results that class meetings can produce as these 6th graders think about intellectual questions, listen to others, and search for reasonable alternatives to problems. 16mm/color/28 min.

CLASSROOM ANALYSIS CONCEPTS, R. E. Myers

DISTRIBUTOR: TRD of Oregon
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Seven films depicting educational concepts have been developed as part of a USOE-funded protocol materials project. These are: (1) "Madison Avenue and the Twelve-Year Old Mind" (analysis); (2) "No Body Contact" (evaluation); (3) "Psychological Set"; (4) "Flexibility of Thinking"; (5) "Advance Organizer"; (6) "Perseveration"; and (7) "Cultural Predisposition." Materials can be used for both lecture and discussion groups for students in teacher education programs or in in-service training programs. Objectives for each segment are listed in guides. Handouts, typescripts, and guides have been prepared. Bloom and Guilford serve as the theoretical source, and instructors should be familiar with this material. Completion time — 3 hours.

EVALUATION: Evaluation measures have been developed and are in accord with instructional system designing. Measures are on written tests.

CLASSROOM AWARENESS

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Display awareness of the elementary, junior high, and high school classroom.

DESCRIPTION: In I-Pac #2 (7 pages) students observe and complete observation forms in elementary, junior high, and senior high school classrooms. Participation in student scheduled seminar will determine classroom awareness developed through observations.

EVALUATION: Based on participation in seminar by seminar coordinator.

CLASSROOM BEHAVIOR, David C. Berliner and N. L. Gage

DISTRIBUTOR: Far West Lab
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To show the manifestation of concepts in actual teaching situations and to equip the trainee to interpret classroom behavior in light of theoretical concepts.

DESCRIPTION: These materials include videotaped examples of concepts as they occur in the real classroom. Each of these tapes is accompanied by an instructor's manual so that the trainer of teachers has complete understanding of the concepts involved. The set of tapes focuses on 5 concepts of teacher behavior: *Questioning; Praise and Corrective Feedback; Using Student Ideas; Lesson Organization;* and *Variety and Variation.* Each manual contains 5 sections: (1) how the concept occurs in the classroom; (2) the research basis for the concept; (3) a transcript with commentary that matches the videotaped illustrations of the concept; (4) a report of the field testing the instructional package has undergone; and (5) idiosyncratic uses. The materials may be used as part of an educational psychology course, in curriculum and instruction courses, or in methods courses. They are particularly suitable for preservice education and may be used in independent study. The teacher trainer can incorporate them in either lecture or discussion formats. Videotapes vary in length from 7½ to 16 minutes. The only equipment necessary is a videotape playback unit.

EVALUATION: Field testing of each of the 5 protocol packages revealed generally positive acceptance of the materials as a valuable adjunct to teacher training. Attitudes toward the use of these materials for the teaching of educationally relevant concepts are highly positive.

CLASSROOM DISCIPLINE: A LEARNING PACKAGE, D. W. Fraser

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant defines discipline and lists 9 theoretical principles relevant to resolution of common discipline problems; identifies discipline problems relevant to the 9 theories from case studies and role-plays scenes relevant to the 9 problems; applies theoretical principles to case-posed problems and role-play resolutions; and identifies and applies principles to experiences in laboratory situation.

DESCRIPTION: Module 5 (20 pages) contains narrative defining discipline and explaining 9 theoretical principles relevant to resolution of common discipline problems and presents criterion for the achievement of the objectives dealing with these 9 principles. Completion time — 20 hours.

EVALUATION: Criterion for achievement of each of the objectives is included in the module. No pre-test or post-test given.

CLASSROOM GROUP MEETINGS

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea., Super.

OBJECTIVES: Demonstrate comprehension of: (1) leadership styles and functions (2) group roles; (3) the following group learning techniques: open-ended classroom meeting, educational-diagnosis classroom meeting, role-play, and simulated situational testing; (4) four steps to group problem-solving; and (5) conduct a classroom group meeting and analyze it according to the above factors.

DESCRIPTION: WILKIT #21 (51 pages) examines basic interaction concepts as they apply to groups of students in classrooms and provides the basic foundation necessary to conduct effective group classroom meetings. Learning experiences are in three phases: (1) reading sources listed below, (2) observation and analysis of videotapes on classroom group meetings, and (3) planning and conducting a series of 4 classroom group meetings utilizing different techniques. Materials utilized but not included in the WILKIT are readings from Bany & Johnson, Glasser, Nylen, Mitchell & Stout, Schmuck, and Shaftel. Materials included are three monographs — "Group Process in the Interaction Laboratory" (7 pages), "Group Roles" (5 pages), "Simulated Situational Testing" (4 pages); 3 group observation forms for proficiency assessment; 6 summary group-interaction forms, and self-evaluation (8 pages). Events needing scheduling are conference with faculty advisor, teaching experiences, and proficiency assessment. Completion time — 18 to 20 hours.

EVALUATION: Pre-assessment consists of test on group process concepts. Self-valuation instrument of 40 items is included; written analysis of classroom group meetings conducted. Proficiency assessment includes a written examination, completion of group observation forms after viewing three videotaped group meetings, and conference with faculty advisor on classroom meetings.

CLASSROOM GROUPINGS, Gordon Lawrence, et al

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.70 AUDIENCE: Tea.

OBJECTIVES: (1) Given appropriate study material and learning activities, the teacher trainee will be able to identify the general potentials and limitations of kinds of classroom groups; and (2) the teacher trainee will utilize the knowledge concerning potentials and limitations of kinds of classroom groups in a teaching situation.

DESCRIPTION: This module (27 pages) requires the teacher trainee to read about different kinds of student groupings, their rationale and application. Opportunity is provided for the teacher trainee to apply the knowledge to selected grouping situations. All materials necessary for the module are included.

EVALUATION: The pre-assessment involves a number of questions requiring a multiple listing of answers. An answer key is included in the module. The post-assessment requires the teacher trainee to design and implement an instructional unit involving these different types of groupings, plus producing a brief report analyzing the outcome of these groupings.

CLASSROOM MANAGEMENT

DISTRIBUTOR: Holt, R,W LEVEL: All
COST: $265.00 AUDIENCE: All

DESCRIPTION: This film, based on Jacob Kaunin's book, Discipline and Group Management in Classrooms, depicts practical applications of management in the classroom. Instructor's notes are included. 16mm/color/19 min.

CLASSROOM MANAGEMENT: A GROUP PROCESS, Wilford A. Weber

DISTRIBUTOR: Houston T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The intern will: (1) provide descriptions of: (a) classroom management, (b) instructional group processes, (c) teacher facilitation managerial behaviors, and (d) teacher maintenance managerial behaviors; (2) perform teacher facilitations and maintenance managerial behaviors; and (3) establish and maintain acceptable, productive classroom group standards and behaviors.

DESCRIPTION: This module (6 pages), CLM-001.00 (HOU), contains several types of learning alternatives from which interns may select: (1) viewing of a film "Square Education"; (2) reading of one or more recommended articles; (3) a series of seminars which use lecturettes, small group discussions, handouts and worksheets, films, videotape and audiotape analyses, simulation exercises, and role-playing exercises; and (4) intern-designed option.

EVALUATION: Pre-assessment and post-assessment procedures are of 3 types: (1) cognitive objectives call for written descriptions which are judged by the instructor; (2) performance objectives call for the utilization of specified managerial behaviors while teaching children in classroom settings; and (3) consequence objectives call for the intern to help a group of children demonstrate certain desired behaviors.

CLASSROOM MANAGEMENT AND DISCIPLINE

DISTRIBUTOR: Doane College LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of: (1) classroom climates which reduce discipline problems; (2) disruptive behavior in classroom; and (3) behavior modification principles.

DESCRIPTION: Depth Packet #5 (17 pages) prepares the participant for work with classroom management and discipline problems through: viewing of Inner-City Simulation Laboratory films and completing accompanying materials; viewing Vimcet filmstrip and completing accompanying materials; reading suggested materials; and reading and studying enclosed materials which include "Corrective Measures, Punishment and Discipline" (H. H. Batchilder), and "A Study Hall" (Harold L. Hodgkinson), from Educational Decisions: A Casebook. The participant discusses the above information with faculty advisor, lists and discusses student behavior which the student would consider disruptive, observes the role of classroom management and discipline in the learning climate, and writes a case study involving discipline or classroom management problems with suggested solutions using behavior modification. Pack utilizes but does not include Vimcet materials and Inner-City Simulation materials. Completion time — 15-20 hours.

EVALUATION: By faculty advisor on discussion of packet content.

CLASSROOM MANAGEMENT AND DISCIPLINE

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea., Adm.

OBJECTIVES: (1) Demonstrate knowledge and general principles of classroom management and discipline; (2) demonstrate ability to apply general principles of discipline; and (3) demonstrate ability to analyze differences between teacher-caused and student-caused discipline problems.

DESCRIPTION: This WILKIT #4 (28 pages) provides discussion, explanation, and examination of classroom management and discipline through selected readings and a series of three seminars for expansion and discussion of ideas and procedures presented in the readings. The following texts are utilized, but not included in the module: Grambs, Carr, and Fitch; Hoover; and Harmer. Materials included in module: "The Four P's of Healthy Classroom Discipline," "Starting the Year Right," and a self-test. Completion time — 8 to 10 hours.

EVALUATION: Self-evaluation: enclosed written self-test. Proficiency assessment: written examination.

■ CLASSROOM MANAGEMENT: THE PHYSICAL ENVIRONMENT, Evelyn M. Craven

DISTRIBUTOR: Idaho T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern: (1) become aware of the importance of the physical environment in relation to classroom management, and (2) develop an understanding of positive approaches to classroom discipline.

DESCRIPTION: The module cluster (25 pages), CMM-001.00 (ISU), contains 5 modules: (1) *The Classroom Setting;* (2) *The Scheduling and Utilization of Time;* (3) *Utilizing Teacher Aides in Classroom Management;* (4) *Classroom Discipline for the '70's;* and (5) *Healthy Classroom Discipline.* Each module contains: (1) an objective, (2) prerequisites, (3) pre-assessment, (4) instructional activities, (5) post-assessment, and (6) remediation. Alternatives available to the intern include: (1) recommended readings, (2) direct observation, (3) small group discussions, (4) filmstrip-audiotape, and (5) intern options.

EVALUATION: A pre-assessment and a post-assessment are provided in each module. These call for the intern to demonstrate his knowledge as required in the objectives.

■ CLASSROOM MOVEMENT PATTERNS

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant states purposes served by analysis of classroom movement patterns, analyzes classroom movement pattern exhibits, prepares summaries of each suggesting a course of action for the teacher involved, conducts 2 live classroom analyses of movement patterns, has another observer conduct movement pattern analysis of participant's teaching, and gathers data which shows desired changes have been made.

DESCRIPTION: Module 6 (3 pages) is 2-page narrative and map which describes need for analysis of classroom movement patterns, directions for mapping pupil and teacher movement within classroom. Example map is included. Completion time — 10 hours.

EVALUATION: No pre-test or post-test provided. Criteria for assessing objectives not included.

■ CLASSROOM OBSERVATION TECHNIQUES, Tom Savage

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant defines task analysis stating information it provides, analyzes task analysis exhibits, prepares summary statements describing each, conducts minimum of two tasks analyses discussing analysis with teachers involved, has observer collect data and analyze his teaching, and demonstrates data on subsequent lessons that show desired change.

DESCRIPTION: Module 7 (11 pages) contains narrative (8 pages) describing task analyses and its usefulness, sample data sheets for analysis, and examples of completed data sheet. Completion time — 10 hours.

EVALUATION: No criteria for evaluation of objectives included. No pre-test or post-test.

■ CLASSROOM PROTOCOLS, David Gliessman

DISTRIBUTOR: Indiana Sch. of Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The learner is to reliably discriminate between behavioral evidence of the following concepts: (a) level of questioning and response, (b) memory level question and response, (c) interpretive question and response, (d) direct influence or dominative behavior, (e) indirect influence or integrative behavior, (f) disruptive behavior, (g) disciplinary techniques, (h) desist (task focus, defining the limits, visual prompting, and simple desist), (i) directive behavior (talk time, judgmental behavior, advice-giving), (j) non-directive behavior, and (k) attending behavior.

DESCRIPTION: These materials were developed as part of a USOE-funded protocol materials project. They are designed to introduce new concepts on terminology in education. A manual designed for instructors and/or students is provided for each set of protocol materials. Each manual is 50-60 pages in length. Instructors can use the materials in small group discussions, lectures or lecture-discussions in the classroom, or in individual study. The materials should be useful for both pre-service and in-service teachers in educational psychology, as well as other professional educational courses. 16mm/color/23 min., and audiotape (used in only one segment). Completion time — 2 hours.

EVALUATION: Informal objective tests are included.

■ CLASSROOM STRATEGIES — INDIVIDUALIZATION OF INSTRUCTION

DISTRIBUTOR: WILKIT LEVEL: Mid., High
COST: $1.50 AUDIENCE: Tea., Adm., Super.

OBJECTIVES: (1) Demonstrate comprehension of basic principles of individualization with respect to: (a) individual differences, (b) self-concept, (c) self-responsibility, (d) skill development, (e) relevance, and (f) humanism; (2) demonstrate comprehension of methods of individualization with respect to: (a) programmed instruction, (b) continuous progress, (c) independent study, (d) flexible scheduling, and (e) individually prescribed instruction; and (3) demonstrate ability to apply principles of individual programming.

DESCRIPTION: WILKIT #82 (22 pages) has three major phases. The first provides a rationale for individualization, and the second suggests methods of individualization. Both phases involve the student in reading a monograph and selections from Howes and in completing a study guide related to the readings. The second phase is further developed by student's viewing of a videotape and written development of at least two ways to individualize instruction in a given situation. The third phase, application of principles of individualization, involves student in construction of a complete, but brief, individualized instructional kit. Module utilizes but does not include text by Howes and a videotape. Materials included: monograph, "Individualization of Instruction," (11 pages); questions relating to the reading assignments; and kit checklist (2 copies). Completion time — 10 to 15 hours.

EVALUATION: Written demonstration of comprehension of behavioral objectives of WILKIT and completion of individualized instructional kit. Proficiency Assessment with faculty advisor for written examination, evaluation of written assignments and individualized instructional kit.

■ CLASSROOM STRATEGIES — INQUIRY

DISTRIBUTOR: WILKIT LEVEL: Mid., High
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrates comprehension of the basic principles of inquiry by explaining them in writing; and (2) demonstrate application of principles of inquiry by conducting a 10-minute peer teaching inquiry session, then a micro-teaching situation to a group of 9th grade students.

DESCRIPTION: The WILKIT #81 (22 pages) involves learning the principles of inquiry as a strategy, three readings, and viewing of film and videotape. Application of principles is provided for in peer teaching and micro-teaching lessons which are critiqued. Materials utilized but not included in the WILKIT

are texts by Suchman and Massialas, a film loop "The Knife," and a videotape "Inquiry" (local). Materials included are work sheets and response sheets for the above, peer teaching observation sheets, self-evaluation checklists, library references, and optional reading lists. Learning experiences require advance scheduling for peer teaching, micro-teaching, and faculty conference. Completion time — 10 hours.

EVALUATION: Self-evaluation includes completing learning experiences and examining progress. Proficiency assessment includes a written examination and faculty conference in which all work is presented and videotape of micro-teaching session is evaluated.

CLASSROOM STRATEGIES — LECTURE DEMONSTRATION

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of the lecture-demonstration strategy by (a) explaining basic characteristics in writing and (b) listing and explaining learning situations where this strategy could be used; and (2) apply the lecture-demonstration strategy in a 10-minute peer teaching lesson.

DESCRIPTION: WILKIT #80 (19 pages) has two phases — reading materials on the lecture-demonstration strategy and planning and teaching a 10-minute application lesson to 5—6 peers which is videotaped and critiqued by the group. Materials included in the WILKIT are the monograph, "Lecture-Demonstration" (5 pages), 5 peer group critique sheets, reading guide, "Learning Through Lectures" by Hiller (2 pages), "Demonstration of Teaching" by Weaver (4 pages), and "The Modified Lecture" by West (5 pages). Learning experiences include the peer teaching lesson and faculty conference. Completion time — 6 hours.

EVALUATION: Self-evaluation includes writing to fulfill objectives and completion of peer group lecture-demonstration experience with critique sheets. Proficiency assessment includes a written examination and conference with faculty advisor on activities completed.

CLASSROOM STRATEGIES — TEAM TEACHING

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Comprehend the basic principles of team teaching and differentiate it from conventional teaching with respect to: (a) staff organization, (b) physical plant, (c) time flexibility, (d) student grouping, and (e) student evaluation; and (2) display comprehension of what is an effective team member.

DESCRIPTION: This WILKIT #84 (17 pages) involves background reading on team teaching plus a 3-day observation-participation experience as a member of an operating team — observing the first day, participating in planning, working with a small group and with individual students. Books utilized but not included in the WILKIT are Team Teaching: Bold New Venture by Beggs and various periodicals. Included in the WILKIT is a monograph on "Team Teaching." Completion time — 10 hours.

EVALUATION: Proficiency assessment includes a written examination on team teaching and a conference with faculty advisor in which he evaluates assigned work.

CM — A POSITIVE APPROACH TO MOTIVATION

DISTRIBUTOR: GPT
COST: $24.95
LEVEL: All
AUDIENCE: All

OBJECTIVES: The learner can describe the principles of contingency management.

DESCRIPTION: In a 16-minute cassette and animated filmstrip, contingency management is introduced. Thoughtful management of consequences of behavior can be used to lead students to become motivated self-starters through four principles: (1) contract for an amount of work to be accomplished, (2) make a fair contract, (3) reward approximations at first, and (4) reward performance after it occurs.

COGNITIVE SKILLS, Virginia Kirkland

DISTRIBUTOR: Teaching Resources
COST: $60.75 (rec.), $69.75 (cass.), or $11.95 to $13.95 individually.
LEVEL: E.Ch., Elem.
AUDIENCE: Tea.

OBJECTIVES: Provide background information on cognitive skills and their relationship to academic learning and present practical guide to methods, techniques, and materials which can aid the educator in planning individualized program.

DESCRIPTION: Five filmstrips (76 frames ea., 15-20 min.) with audio cassettes or 33-1/3 record with audible or inaudible signal. Commentary, printed texts, and discussion questions included with each strip. (1) "Memory: Auditory and Visual" offers classroom activities to help develop student's ability to recall previously presented ideas and materials in visual and auditory spheres; (2) "Association and Generalization" illustrates a wide variety of experiences which the teacher can provide to aid the child's concept development, his ability to group single concepts into meaningful generalizations and to relate two or more separate concepts on the basis of some logical connection; (3) "Organization" explores the implication of organization — the efficiency with which a child approaches and performs a task — upon the child's overall academic success; (4) "Developing Concepts for Sets" provides many practical suggestions and activities to develop basic concepts for sets, including finding and making sets, naming sets by specifying the members and/or properties for set membership; (5) "Developing Concepts for Number" presents basic activities to help the child develop number concepts and the association of quantity to numeral, specifically for numbers 0—9. Lectures on Approaches to Learning Readiness and bibliography available ($2.50 and $.50).

COMMUNICATION ARTS PROGRAM I

DISTRIBUTOR: SCE Lab
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm., Sub-prof., Parents

OBJECTIVES: To make the participants aware of the problem of culturally and linguistically different children in the Southwest and to instruct them in measures to alleviate these problems.

DESCRIPTION: Components of the program include the *Oral Language Program* for teaching English to children with little or no command of the language; the *Reinforced Readiness Requisites Program* for instilling motivation in children for academic success; the *Teacher/Teacher Aide Companion Training Program* to instruct teachers and aides to work as a team in the classroom; and *Cross Cultural Communication* to instruct school personnel on how to communicate with minority-group students and teachers. Currently under development is the *Experience Centers Program* to develop the communication skills of children through a reconstituted school day. Teachers are trained to use the Communication Arts Program at institutes held under the auspices of SWCEL.

COMMUNICATION BY VOICE AND ACTION

DISTRIBUTOR: Centron
COST: $175.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This film points out that communication is a two-way process between the speaker and the listener. The film demonstrates how one uses posture, voice, facial expressions, and body movements to further the meaning of the

spoken word and to avoid misinterpretation by the listener. 16mm/color/13 min.
Part of Series: Communications — Speech.

COMMUNICATIONS MODEL

DISTRIBUTOR: Indiana — LEVEL: All
COST: $125.00 — AUDIENCE: Tea.
RENTAL: $6.75

DESCRIPTION: Film considers the ways a message is delivered (speech, paraspeech, kinesics, writing, and other signaling devices) and the different ways a message can be received or perceived. It explores the role of the perceiver and demonstrates that the efficient message-deliverer must take every possible step to keep the perceiver's attention. 16mm/b&w/30 min.

COMMUNICATIONS: THE PROBLEMS APPROACH

DISTRIBUTOR: Amidon — LEVEL: High
COST: $69.50 — AUDIENCE: All

OBJECTIVES: This kit was prepared specifically for teachers looking for ways to introduce new ideas about communications that are interesting and pertinent to today's students' needs.

DESCRIPTION: The kit contains 10 audiotapes, 20 overhead transparencies, and a teacher's guide. Lesson titles of the series are: (1) *Words Report About Things*; (2) *Our Individual Approach to Definition*; (3) *Making the Dictionary Work for Us*; (4) *Inferences: How We Decide What the World is Like*; (5) *What Happens When We Approve or Disapprove*; (6) *When We Can't Put Our Thoughts Into Words*; (7) *The Place and Power of Poetic Language*; (8) *Precision and Accuracy — With Scientific Symbols*; (9) *The Relationship Between Language and Reality*; and (10) *Time Marches On, and So Should Language*.

COMMUNITY STUDY, Eleanor Blumenberg, Patricia Heffernan-Cabrera, and William J. Tikunoff

DISTRIBUTOR: U of S.Cal. T.C. — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: The participant will: (1) know the school as a community with its formal and informal structures and its operations; (2) know the community that the school serves — its dynamics, its organizations, its resources, and the patterns of interaction of the school, with special emphasis on the cultural milieu in which the low income, bi-cultural child lives; (3) develop and demonstrate skills in community study and analysis; and (4) set in motion patterns of interaction between the teacher training program and the low income, bi-cultural community.

DESCRIPTION: This module (14 pages), FHR-002.02 (USC), contains a wide range of instructional activities: (1) suggested readings, (2) community field work, (3) a simulation game, (4) seminars, (5) independent study activities, (6) films, and (7) community study. Throughout the period of instruction the intern keeps a log.

EVALUATION: Pre-assessment procedures call for the intern to make known his understandings in a written narrative. The post-evaluation consists of: (1) a log and subjective essay prepared by the intern; and (2) assessment seminars.

COMPACS READING CLUSTER: SUB-CLUSTER I

DISTRIBUTOR: SMSC — LEVEL: Elem.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: Through discussion, written work and microteaching, the learner will demonstrate knowledge of an overview of reading in the elementary school and of reading materials available for use in the schools. (Each of the two compacs have specified behavioral objectives.)

DESCRIPTION: The cluster consists of two compacs (5 pages). E 3.0300 — **Introduction to Language Arts: Reading** and E 3.0310 — **Teaching of Reading — A Total View**. Activities include: reading Jeanne Chall and other text selections from Beery, Dechant, and Greene & Petty; writing assignments based on readings; viewing a videotape presentation on the challenges of learning to read; selecting primary and intermediate materials available for use in teaching reading; and determining strengths and weaknesses. None of the materials are included in the module materials. Special requirement is facility for use of videotape equipment.

EVALUATION: Evaluation consists of discussing achievement of each behavioral objective with evaluator.

COMPARING AND CONTRASTING LITERATURE FOR AND WITH CHILDREN, Betsy Young

DISTRIBUTOR: Syracuse — LEVEL: Elem., Mid.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: (1) Gains familiarity with process and skill of comparing and contrasting as a strategy for creating interest in literature; (2) demonstrates ability to ask lesson plans and discussions in literature according to children's responses; and (3) develops skill in comparing and contrasting literature by the same author or with books of similar content.

DESCRIPTION: Module (6 pages) requires the following activities: (1) read from Huck and Kuhn, and Critical Approach to Children's Literature and answering questions based on reading; (2) examine books on Comparisons List drawn-up by Nelson, planning questions to guide children's comparisons of the selections and evaluating strategy in carrying out this activity; (3) read from Huck and Kuhn, Nelson, and Critical Approach to Children's Literature and based on this reading select poems on one subject or theme, planning ways to use the material in the classroom. Bibliography of picture-books for comparison is included in the module as well as suggestions for comparative readings for older children. Completion time — 2 to 3 weeks.

EVALUATION: Pre-test and post-test require comparison and contrast of two given books according to specified guidelines. Evaluation by instructor.

COMPENSATORY EDUCATION, Edmund Gordon and Vernon Torczon

DISTRIBUTOR: NETCHE — LEVEL: Ch., Elem.
RENTAL: $20.00 — AUDIENCE: Tea.

DESCRIPTION: Videotape (20 min.) discusses the history of compensatory education and the results that accrue from students entering school from varied backgrounds and with varied experiences. If schooling is to be effective, Gordon concludes that these differences which have set up learning barriers must be overcome. The Head Start program is discussed as an alternative to use in compensatory education which relies on community involvement.

COMPETENCY-BASED TEACHER EDUCATION AFFECTIVE MODULES, Sherry B. Borgers and G. Robert Ward

DISTRIBUTOR: Houston — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea., Coun.

OBJECTIVES: The objectives of the affective modules (except Affective 4) are exploratory in nature. Upon completion of the modules, the prospective teacher will have participated in activities intended to help him focus on himself, his relation to others, and his relation to institutions such as the school.

DESCRIPTION: The Affective Modules Component (250 pages) consists of 14 separate modules, as follows: (1) *Awareness of Self;* (2) *Awareness of Self in Relation to Others;* (3) *Sharing Self with Others;* (4) *Communication: Listening and Responding;* (5) *Communication: Non-Verbal;* (6) *Communication: One-Way and Two-Way;* (7) *Decision Making I;* (8) *Decision Making II;* (9) *Decision Making III;* (10) *Effective Problem-Solving;* (11) *Teacher Interaction;* (12) *Professional Ethics for the Educator;* (13) *Group Process;* and (14) *Verbal Interaction.* There is a need for a teacher to understand human behavior, both his own and others. This component focuses on the individual and his relation to himself, his relation to others, and his relation to institutions such as the school. Throughout the component the student is involved in activities designed to help him better understand human behavior. Games, simulations, and small group discussions are included. Completion time — 3 hours each module.

EVALUATION: There is no post-assessment (except Affective 4). If an individual participates in the activities, he is given credit for completing the module. It is expected that there will be different outcomes for different individuals.

■ COMPILING AND USING INSTRUCTIONAL GAMES, Elizabeth A. Collins

DISTRIBUTOR: Panhandle — LEVEL: Elem.
COST: $.55 — AUDIENCE: Tea.

OBJECTIVES: (1) Given the categories into which instructional games may be classified, trainee can describe one game for each of the categories; (2) given a group of children with a specific educational need, trainee can describe an educational game appropriate for these children; (3) given an instructional game for a specific group, trainee presents that game that meets a specified criteria; and (4) given a bibliography of resources, trainee can utilize materials to collect ideas for new classroom activities.

DESCRIPTION: To meet the specified objectives of this B-2 Module II-6 (37 pages), the trainee reads about game categories, participates in a small group on specific questions, and shares conclusions of seminar with another group. Trainee also views filmstrip, "Teaching Reading With Games," which demonstrates the wide variety of games possible in one subject area. The module contains descriptions of specific classroom situations and instructional games. Trainee evaluates these games in relation to children and the uses of the games described. Other activities include observing a presentation of a game, participating in group evaluation of game, planning and presenting an instructional game, and collecting new ideas. The trainee's presentation of the game is discussed with the resource person to insure that criteria are met. Worksheets, checklists, bibliography, and an information sheet are included in module. Resource person evaluates trainee's performance on all pre- and post-assessment instruments. The book, Simulation Games for the Social Studies Classroom, and the filmstrip are not included in the module. Completion time — 20 hours.

EVALUATION: Pre- and post-assessment consists of 5 performance problems that are evaluated by the resource person. Pre- and post-tests are included for each objective and are evaluated by resource person.

■ COMPLETING STATE AND COUNTY FORMS

DISTRIBUTOR: Panhandle — LEVEL: All
COST: $1.05 — AUDIENCE: Sub-prof.

OBJECTIVES: (1) Aide can locate and identify the proper state and county forms and records; (2) aide can accurately fill out state and county forms and records; and (3) given a sample cumulative guidance record, the aide can fill it out using a given informational registration form on a newly enrolled student.

DESCRIPTION: In B-2 Module I-10 (101 pages), the trainee studies the many sample forms included in the module to become familiar with the different types. Specific forms and case problems are included for the trainee to observe and study. A journal excerpt, "Reading Cumulative Records," is also included. All of the forms which the trainee is required to study and fill out are included in module. Completion time — 10 hours.

EVALUATION: Each specific objective has a pre-test and a post-test based on definite objective criteria. Pre-test for entire module is a 6-item, self-check questionnaire. Post-test is identical to pre-test.

■ COMPREHENSION SKILLS, Robert Chester, et al

DISTRIBUTOR: Georgia — LEVEL: Elem.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: (1) Answer correctly objective questions about the comprehension skills; (2) prepare one exercise for teaching each of 5 different types of comprehension skills; (3) select one comprehension skill and trace its development in 3 different basal reading series; and (4) demonstrate that he can teach 2 types of comprehension skills.

DESCRIPTION: In completing this module (12 pages), the trainee chooses one of 3 alternate learning routes: in Route A he uses 3 specified kinescopes and accompanying listening guides and then participates in group discussion; in Route B the trainee reads and answers study questions on Teaching Comprehension Skills; in Route C he attends 4-hour instructor-led workshop on comprehension skills. Additional required activities include studying a mimeographed set of exercises on comprehension skills, preparing one exercise for each of the 5 types of comprehension skills, and then teaching 2 of the exercises to a child (or fellow student). Included in the module are a list of 7 levels of "Pupil Behaviors" related to comprehension skills and a one-page bibliography. The trainee is directed to use materials (reading and kinescope) outside module.

EVALUATION: Pre-test exists; no description nor sample included. (Form 3-1 is referred to as a copy of pre-test which may be secured from Georgia.) Post-test also exists and is referred to in module. No description given. (Form 3-2 is post-test and may be obtained from Georgia.)

■ COMPREHENSIVE PERSONAL ASSESSMENT SYSTEM, Donald J. Veldman, et al

DISTRIBUTOR: R&D—Tex. — LEVEL: All
COST: Consult Distributor — AUDIENCE: All

OBJECTIVES: The first goal of this system is to enable the staff of a teacher education program to know the student as a unique person and to tailor experiences in the program to fit individual needs and talents. The second goal of the system is to provide continual opportunities within the teacher training program for personal feedback to the prospective teacher.

DESCRIPTION: This system is comprised of ten personal assessment instruments, eight manuals describing their use, computer programming information, and supplementary material to be used in providing personal assessment feedback to the education major. The assessment is made up of two major sections, one administered in the first semester of the teacher education program, and one in the final semester. Initial assessment includes visual, hearing, and speech screening, academic information, and the administration of the following instruments: Adjective Self-Description, Self-Report Inventory, One-Word Sentence Completion, Directed Imagination, Biographical Information, and Concerns of Teachers. These data are then interpreted by a trained counselor for Personal Assessment Feedback to each student. During the final student teacher semester, the student teacher evaluates himself and is evaluated by the supervising and cooperating teachers on the Teacher Evaluation Form and by his students using the Student Evaluation of Teaching (I & II). These data are fed back to the student teacher. He in turn evaluates the effectiveness of the program on the Exit Interview Questionnaire. Computer programs are available for use with several of the instruments.

Counselor training is a necessary prerequisite in using many of the above procedures. Contact R and D Center relative to details of system and necessary training.

EVALUATION: The purpose of this system is for assessment and evaluation in the form of written instruments, observed behavior, and personal counseling.

■ COMPREHENSIVE PLANNING INSTRUCTIONAL SYSTEM

DISTRIBUTOR: R for R.S. LEVEL: All
COST: Consult Distributor AUDIENCE: Adm.

OBJECTIVES: The goal of this system is for the staff of a school district to acquire the skills, attitudes, and beliefs necessary to support a planning process that facilitates change. Upon completion of this program, the staff will be familiar with: (1) how to develop and use indicators of performance; (2) how to assess pupil-perceived needs; (3) how to assess community-perceived needs; (4) how to identify feasible alternatives; (5) how to locate outside funding sources; (6) cost-effectiveness principles; and (7) district level, long-range planning and computer applications.

DESCRIPTION: This system contains 7 multi-media, self-contained, and self-paced modules. Each module identifies target groups corresponding to those who may perform new roles and plan functions. Skills and attitudes to support these new roles and functions are acquired through the combined use of the instructional materials and on-the-job experiences. Opportunity to examine unique district characteristics and their implications for the kind of planning methods the district needs are embodied in the materials. The modules contain written materials, cassettes, and individual and group exercises. Completion time — 400 to 450 hours.

EVALUATION: No evaluation is included in the modules. Field testing of the first module is underway.

■ CONCEPT FORMATION — CONCEPT TEACHING, Earl G. Bagley

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Given a list of concepts, trainee can write four attributes for each concept; (2) trainee can demonstrate his understanding of Gagne's model for teaching a concept by writing examples and non-examples for a given concept and by placing them along with teacher statements in correct order based on the model; (3) using a unit of instruction in an elementary social studies textbook, trainee can identify two or more key concepts in the unit, and write a lesson plan showing the methods and materials to be used in teaching one of these concepts; and (4) using the lesson plan as a guide, trainee can teach the selected concept to elementary school children at a grade level of choice.

DESCRIPTION: In Module #3 (36 pages), the trainee reads and studies materials contained in the module and completes activity worksheets geared to the objectives of the module. The trainee follows the lesson plan form presented in the module to develop his own lesson plan focusing on a particular concept. Included in the module are all reading materials, activity worksheets, examples of concepts, an illustration teaching a fictitious concept, planning forms for lessons on concept teaching, and a Module Evaluation Form so that the trainee can evaluate the value of the entire module.

EVALUATION: No pre-test included. Post-test requires the trainee to write a lesson plan for teaching one concept and to teach the concept to a group of children. No instrument and no specific criteria are provided for evaluation.
Part of Series: **Social Studies for the Elementary School.**

■ CONCEPT OF NUMBER, E. Glenadine Gibb, Julienne K. Pendleton

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: Upon completion, the user will be able to: (1) identify ways in which children can learn to observe and classify objects into collections or sets which have a common property; (2) identify objectives associated with developing the concept of number; (3) identify activities for attaining selected objectives associated with number on the part of primary children; (4) formulate the objective of selected activities; and (5) select experiences for assessing children's understanding of number.

DESCRIPTION: This self-paced module (92 pages) contains four sections. The first provides self-diagnostic activities which enable the user to determine which instructional sequences to undertake. In the second section, the student works individually through the following instructional sequences: classification of objects, meaning for number, opportunities for learning, identifying objectives and assessing learning. The third section is a written competency test, and the fourth section is a discussion and outline for lesson design. No additional equipment is necessary. An instructor's guide is under development, but not available at this time. Completion time — 2 to 3 hours.

EVALUATION: The module contains a pre-assessment by means of written test and a final competency appraisal by means of a written test. The module has been through one developmental field test with subsequent revision.
Part of Series: **The Teaching of Mathematics.**

■ CONCEPT OF THE OPEN LAB

DISTRIBUTOR: Ed C LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm.

OBJECTIVES: To recognize an open laboratory instructional approach and adapt the concept to his own course design.

DESCRIPTION: In this film, the characteristics and advantages of an open laboratory approach are examined. Through clips of students in the process of using various labs (in science, language arts, social studies, and others), the open lab as a provision of more alternatives for the educational environment is presented and discussed. 16mm/color/10 min.

■ CONCEPTUALIZING THE DYNAMICS OF A COMMUNITY, Roger Pankratz

DISTRIBUTOR: Kansas State T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To increase the student's knowledge and skills in conceptualizing the dynamics of a community from descriptive and statistical data.

DESCRIPTION: The module cluster (7 pages), SCF-011.00 (KSTC), contains three modules: (1) *Models of the Physical Aspects of a Community or Neighborhood*; (2) *Models of the Political and Economic Aspects of the Community or Neighborhood*; and (3) *Models of the Social Aspects of the Community or Neighborhood*. A wide variety of activities are available to the student: (1) recommended readings, (2) films, (3) independent study activities, (4) seminars, (5) direct observation, and (6) self-designed activities.

EVALUATION: Each of the modules provides a pre-assessment and a post-assessment.

■ CONCEPTUALIZING THE PROCESS OF INSTRUCTION, Celeste Woodley

DISTRIBUTOR: Univ. of Colo. LEVEL: All
COST: $60.00 AUDIENCE: Tea.

OBJECTIVES: The objectives of the protocol materials on conceptualizing the process of instruction are to enable pre-

service teachers: (1) to identify factors that vary (variables) in instructional situations; (2) to classify these variables under at least 3 major categories; (3) to analyze the relationships among the component categories in terms of the specific variables subsumed by them; (4) to draw a simple model of instruction, incorporating at least 3 major components and indicating their relation to one another; and (5) to describe and analyze an instructional situation in terms of its components, the variables subsumed by those components, and the relationship among those variables.

DESCRIPTION: This unit is based on a 10-minute 16mm black and white sound film (kinescope) that shows three short episodes from different classrooms. The unit includes a Guide (22 pages including transcripts), student materials (5 pages of transcripts), and a criterion test. Completion time — 2 hours.

EVALUATION: The unit was produced and pilot tested in 1970-71. It was revised in 1972 and is currently being field tested at ten colleges and universities. Field tests results and recommended student evaluation measures included in instructor's guide.

■ CONDITIONS FOR EFFECTIVE LEARNING, Ralph W. Tyler

DISTRIBUTOR: Vimcet — LEVEL: All
COST: $10.00 — AUDIENCE: Tea.

DESCRIPTION: In this audiotape presentation, Ralph Tyler uses his 40 years of experience to describe the conditions he believes teachers should arrange in order to promote effective learning.

■ CONDUCTING DISCUSSIONS USING THE CASE METHOD, Horace E. Aubertine

DISTRIBUTOR: ISU — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: To acquire proficiency in using convergent and divergent discussion models in teaching social studies lessons to intermediate grade, junior, and senior high school pupils.

DESCRIPTION: This module (32 pages) has two main sections. The first discusses convergent and divergent discussion methods by presenting the need for and components of convergent and divergent discussions, strategy models (including a case study scenario), and the mechanics of conducting convergent and divergent discussion lessons. The second part, *The Case Method of Instruction*, provides definition, purposes, characteristics, styles, and techniques for writing and analyzing the case method. This part is further developed through material on the role of the teacher, general principles for the case approach, and evaluation. Additional materials included in packet: suggested supplementary readings, sample cases, and rating instruments for supervisory purposes on convergent and divergent discussion lessons for micro-teaching experience.

EVALUATION: Participant teacher and clinical supervisor employ micro-teaching experience on convergent and divergent lessons.

■ CONDUCTING SUCCESSFUL CLASSROOM DISCUSSIONS, Donald Orlich, Connie Kravas, R. A. Pendergrass and Alita Eden

DISTRIBUTOR: Washington State — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: (1) Distinguishes between small group discussions in terms of communication patterns, purposes, and control; (2) offers a rationale for using small group discussion in chosen subject area which includes such items as size benefits, instructional aims which can be better met in small groups, socio-emotional control, and communications and leadership skills; (3) explains the teacher's role in one or more small group discussion settings in terms of orientation of students, organization of discussion, initiation of discussion, role during discussion, and evaluation of process and product; and (4) develops a lesson plan using prescribed format for small group discussion at secondary level.

DESCRIPTION: Module (57 pages) includes reading by Orlich, et al (53 pages) which introduces the group discussion techniques, gives its format, makes suggestions for its utilization in establishing environment and developing techniques, and gives suggestions on how to evaluate discussions. Readings by Clark and Magee are required but not included. Instructions for the lesson plan are given including format, use, content, and parameters in terms of students and time. Completion time — 10 hours.

EVALUATION: No pre-test or post-test included. Criteria for lesson plans are given to student, but criteria for evaluation of plan not included.

■ CONFERENCE TIME FOR TEACHERS AND PARENTS

DISTRIBUTOR: NEA-NSPRA — LEVEL: Elem.
COST: $25.00 — AUDIENCE: All

DESCRIPTION: This kit includes a filmstrip for teachers, the **1970 Conference Time Handbook**, and two companion pieces — a filmstrip and leaflet for parents. All components can be used individually. The handbook and two filmstrips may serve as the basis of a series of 2 or 3 teacher workshops on teacher-parent conferences. Filmstrip for teachers (12 min.); filmstrip for parents (8 min.).

■ CONFRONTATION: A HUMAN RELATIONS TRAINING UNIT SIMULATION GAME FOR TEACHERS AND ADMINISTRATORS IN A MULTI-ETHNIC ELEMENTARY AND HIGH SCHOOL

DISTRIBUTOR: ADL-BB — LEVEL: All
COST: $410.00 for unit — AUDIENCE: Tea., Adm.
RENTAL: $50.00/week, Preview $25.00/ 48 hours

DESCRIPTION: This simulation game consists of 5 films and 2 accompanying manuals. An introductory film "Introduction to Human Relations Training Unit," (16mm/6 min.) provides an overview of the program. Four films entitled Confrontations (16mm/19–31 min. each) present four different problem areas: (1) "School-Community" which shows how visitors may be alienated by a school's institutional procedures and the attitude and behavior of personnel; (2) "Alienating Language" which shows how the teacher's words and expressions in the classroom might be offensive; (3) "Rules and Regulations" which shows how the teacher's application of the school's rules affect teacher-student relations; and (4) "Violent Confrontation" which shows how the teacher's method in dealing with civil rights issues in a classroom discussion results in confrontation situations. These four films are open-ended so that participants can discuss and review solutions of actual school problems and methods of implementing the solutions. Two publications are included which are designed to prepare participants to serve as discussion leaders: (1) **Coordinators Handbook** which includes an introduction to the training unit, recruitment and training of discussion leaders, initiating the unit, and an evaluation; and (2) **Discussion Leader's Guide** which includes review of film episodes, suggestions for discussion questions, and techniques for developing maximum involvement among participants.

■ CONSTRUCT EVALUATION ITEMS APPROPRIATE TO A VARIETY OF BEHAVIORALLY STATED OBJECTIVES

DISTRIBUTOR: WWSC — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: Deals with the evaluation of instructional efforts including pre-assessment test design and data interpretation.

DESCRIPTION: Module 8 (3 pages) contains list of activities including viewing Vimcet 7 on "Evaluation," writing lists of criteria for evaluation items, writing objectives for lower and higher level cognitive and affective level, and exchanging items with peers. Completion time — 2 hours.

EVALUATION: Test and answers for Vimcet included. Criteria for evaluation of other objectives not included. No pre-test or post-test.

■ CONSTRUCTING A RESOURCE FILE

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.70 AUDIENCE: Tea.

OBJECTIVES: (1) Given criteria for construction of resource files, student can adapt formats for referencing to his own classroom needs; and (2) using formats as adapted and given criteria of suitability, student constructs "starter" resource file.

DESCRIPTION: In B-2 Module 1-8 (42 pages), the student studies and adapts to his own classroom requirements various forms and formats for building a multi-category resource file. Forms or formats are provided for categorizing resources, for referencing published material, for referencing community resources, and for ordering from commercial sources. A 15-page bibliography of resource materials and sources is useful in starting a resource file. Completion time — 4 hours.

EVALUATION: Pre-test is a 6-item, self-check instrument. Post-test on objective 1 is an objective test, self-evaluated. Post-test on objective 2 is a subjective, peer panel assessment of a product. Criteria not built into evaluation procedure.

■ CONSTRUCTIVE USE OF THE EMOTIONS

DISTRIBUTOR: U of Calif. EMC LEVEL: All
COST: $265.00 AUDIENCE: All
RENTAL: $17.00

DESCRIPTION: Sherman Kingsbury discusses 3 responses to anxiety — fighting, losing, and withdrawing — and concludes that "if learning is the game, then passivity is the enemy." Feeling is part of an integrated growth pattern. The classic "putdowns" parents inflict on children result in inhibitions and emotional disorientation and cause blockage of constructive emotional feelings. Results of experiments to determine how the learning process affects these responses to anxiety are given. 16mm/color/22 min.

Part of Series: Management Development

■ CONSULTATION FOR PERSONALIZATION IN THE PUBLIC SCHOOLS: A MANUAL FOR PRACTITIONERS, Ruth A. Hauk, Donald L. Williams, and Robert F. Peck

DISTRIBUTOR: R&D-Tex. LEVEL: All
COST: Consult Distributor AUDIENCE: Consultants

OBJECTIVES: To provide understanding of the concept of, the need for, and the strategy employed in consulting for personalization.

DESCRIPTION: This manual (258 pages) may be used for training public school counselors and psychologists. It contains several sections: an introduction to personalization consultation, review of the literature on public school consultation, description of the theory, a model for personalization consultation, and a collection of case studies. There is no additional equipment necessary for use of the manual; however, training may be required.

■ CONTENT ANALYSIS OF TEXTBOOKS FOR BLACK STUDENTS, GRADES 1–3

DISTRIBUTOR: Far West Lab LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea., Cur.Per.

OBJECTIVES: Teachers learn how to: (1) determine whether or not there is an adequate representation of the black community in textbook illustrations; (2) distinguish between realistic representation and stereotyped representation of black people in terms of social roles; (3) assess whether or not the black experience is reflected in textbooks; and (4) use supplemental materials in the classroom to offset biases found in currently used textbooks.

DESCRIPTION: This is a self-contained, self-instructional, performance-based course for teacher education. The course has 3 major components: (a) a 5-minute, audio-visual outline of rationale, content, and role of the teacher in the course; (b) a bibliography (printed on 5x8 cards) annotating approximately 100 reference materials which includes books, posters, and other materials for use with students; and (c) a teacher handbook which contains 4 lessons, each covering specific techniques for analyzing textbooks.

EVALUATION: The results of the main field test indicate that both black and non-black teachers' awareness of the need to analyze textbooks increased significantly as a result of participation in the course. Their ability to perform a correct analysis also improved significantly, and their general reaction to the course was favorable.

■ CONTENT OF ELEMENTARY SCHOOL MATHEMATICS PROGRAM, Evelyn J. Sowell

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern acquire the ability: (1) to arrange sequences for presenting content; (2) to use mathematics terminology correctly; and (3) to interrelate mathematics topics — abilities characteristic of effective mathematics teachers.

DESCRIPTION: This module cluster (8 pages), MAT-003.00 (HOU), consists of 3 modules: (1) *Whole Numbers*; (2) *Fractions and Decimals*; and (3) *Non-Arithmetic Topics*. Learning alternatives within each of the modules include: (1) recommended readings, (2) small group meetings, (3) seminar sessions, (4) films, and (5) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures are provided for each module; these consist of 3 pencil-and-paper tests (one for each module). These are administered and scored by the instructor.

■ CONTINUOUS PROGRESS LEARNING

DISTRIBUTOR: I/D/E/A LEVEL: All
COST: $200.00 AUDIENCE: All
RENTAL: $11.00/3 days

DESCRIPTION: This film covers the transition of a graded program into a continuous progress system. It shows the steps involved in moving a graded school toward a continuous progress plan which will carry the student through a spiral curriculum for the first 12 years of education. Film may be of particular interest for school systems which are planning or have just completed change to a continuous progress system. 16mm/color/22 min.

■ CONTROLLING CLASSROOM MISBEHAVIOR

DISTRIBUTOR: NEA-ACT LEVEL: All
COST: $10.00 AUDIENCE: All

DESCRIPTION: This filmstrip reports to teachers suggestions that have been produced by research on controlling classroom

misbehavior. Among the topics examined are: the effects of various types of reward and punishments; techniques which strengthen a student's self-control, reduce his frustrations, or appeal to his reason; the repercussions of disciplinary methods on other students; and the role of class leaders. Suggested as one of the best control devices is the expertise of the teacher herself — her knowledge and understanding of the subject and her ability to add interest, originality, and enthusiasm to learning. A booklet and film guide accompany this filmstrip (13 min.). Individual copies of the booklet, Controlling Classroom Misbehavior, may be purchased at $.35 each.
Part of Series: What Research Says to the Teacher.

■ CONTROVERSIES, Ray McPhail and Naomi White

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant clarifies and explicates some of the assumptions and values underlying teaching writing.

DESCRIPTION: Module (3 pages) contains one of the following activities by which student answers supplied questions: (1) form discussion group with peers for joint effort on questions; (2) present paper answering questions; or (3) participate in group discussion with instructor over questions. Questions concern topics in teaching writing or composition to children.

EVALUATION: No pre-test. Post-test gives student choice of writing paper or presenting tape on 3 of the questions in activities; also post-test by written examination which is not provided.

■ COOPERATIVE URBAN TEACHER EDUCATION (CUTE), Grant Clothier

DISTRIBUTOR: MCREL LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To prepare pre-service teachers for jobs in inner-city schools. Upon completion, the prospective teacher is able to: (1) understand both his own and his pupils' attitudes, insecurities, anxieties, and prejudices; (2) understand both his own and his pupils' environment and culture; and (3) be knowledgeable of and competent in reflective teaching methods for inner-city learners.

DESCRIPTION: This program, outlined in a 122-page manual, is based on cooperation between the educational institution and the urban community. During the first 8 weeks, the program consists of seminar activities and observations plus field work. During the last 9 weeks, student teaching is done, supplemented by group seminars held twice a week to allow student teachers the opportunity to discuss their problems. The teacher education instruction unit is problem-centered and is presented through seminars, field experiences, and student teaching. Members of the staff use inquiry techniques designed to promote independent decision-making by the pupils. Interaction analysis, micro-teaching, child study techniques, case studies, role-playing, observation, and involvement with children and adults from the inner-city community are integral elements. Sociology instruction involves academic activities dealing with concepts, principles, and analysis presented in seminars, and field activities to supplement these with real-world experiences. The mental health component uses the psycho-educational lecture followed by discussion which relates the lecture material to classroom performance. Students are required to make an intensive study of one inner-city child. A group process seminar is also used — a discussion session designed to increase student awareness and ability to cope with personal, interpersonal, and group behavior. The program requires the following staff: director/elementary specialist, secondary specialist, half-time sociologist, part-time mental health specialists, secretary, and cooperating teachers. Conferences, transportation, office facilities, videotape units, film projector, books, and program materials are required as well. Completion time — one 16-week semester.

EVALUATION: Students are evaluated by paper-pencil tests, observations and interviews by staff members, and peer evaluations in micro-teaching. Evaluation data show that CUTE graduates become more indirect in their teaching behavior, develop more positive attitudes towards inner-city persons, and become more pupil-oriented. Follow-up studies report above average ratings by 75% of the principals who had CUTE graduates working in their schools.

■ COPING WITH CLASSROOM MANAGEMENT PROBLEMS, Roy Bruce and Claude Duet, Jr.

DISTRIBUTOR: Georgia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines and gives one example of positive reinforcement, negative reinforcement, punishment, and extinction; defines schedules and then writes a schedule of reinforcement for an actual or simulated classroom behavior problem he chooses; (2) develops a plan for coping with fighting between students and develops plans for coping with temper tantrums; (3) develops plan for coping with student behaviors and activities which are judged to be attention-getting and identifies techniques for gaining class attention; (4) develops plan for coping with profanity, with students who talk excessively, and with students bickering; (5) develops and describes strategy for coping with students who tease or insult other students and strategy for students who push, cut in line, or otherwise bully; and (6) develop two alternatives for coping with various behaviors such as inattentiveness, shyness, rudeness or wandering.

DESCRIPTION: Cluster includes 6 modules on classroom management. They are concerned with: (1) techniques for behavior modification, (2) coping with aggression, (3) coping with attention-getting behaviors, (4) coping with disruptive verbal occurrences, (5) coping with provoking behaviors with other students, and (6) coping with disconcerting pupil behaviors. Activities included for Objective #1 are: reading from 4 selections and viewing film of "Teaching/Discipline"; for Objective #2 — reading from 3 sources and reading and following plans in Inner-City Simulation Lab, Incident #21 on Child Hurting Another; for Objective #3 — readings from 3 sources; for Objective #4 — reading from Brown and Phelps and from Madsen; for Objective #5 — readings from Brown & Phelps and Madsen and being involved in Incident #21 from Inner-City Simulation Lab; for Objective #6 — readings from 3 sources and completing incidents 2 and 3 from Inner-City Simulation Lab. List of 42 items named as behavior management concerns are given for both new and inexperienced teachers.

EVALUATION: Assessment on basis of completing required performances. No evaluative criteria included.

■ CREATING STUDENT INVOLVEMENT, Dwight W. Allen, et al

DISTRIBUTOR: General Learning LEVEL: All
COST: $295.00/3 elementary films & manuals; $295.00/2 secondary films & manuals; $595.00/all 6 films & manuals. AUDIENCE: Tea.

DESCRIPTION: These multi-media materials model behavior and techniques for elementary and/or secondary school teachers. These 9-minute color films show experienced teachers (in either elementary or secondary school settings) working in three skill areas: "Set Induction," "Stimulus Variation," and "Closure." Accompanying manuals provide skill drills, lesson evaluation sheets, film typescripts, training and micro-teaching procedures, and bibliographies. Students observe, discuss, and practice presented skills for pupil involvement.

EVALUATION: Self-evaluation guides; micro-teaching assessment by pupil, colleagues, and supervisors.
Part of Series: Teaching Skills for Elementary and Secondary School Teachers.

CREATIVE DRAMATICS, Jean Greenlaw

DISTRIBUTOR: Georgia
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant demonstrates knowledge of: (1) philosophy and nature of creative drama; (2) definition of creative drama; (3) need for creative drama in total school program; (4) personal benefits for child from drama; (5) motivational techniques for drama; (6) prerequisites for developing creative drama; (7) elements of creative drama presentation; (8) guidance techniques; and (9) evaluation techniques.

DESCRIPTION: Module (12 pages) contains activities for observing creative drama, choosing topics for dramatization, and reading from enclosed bibliography. Participant is instructed to plan motivation, describe elements, plan guidance, and develop evaluation techniques for creative drama usage.

EVALUATION: Assessment by required performances. No evaluative criteria included.

CREATIVE HAND SERIES

DISTRIBUTOR: IFB
COST: See below.
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Demonstrate activities which can be done by average children in the classroom in art.

DESCRIPTION: Series of nine films showing activities for the elementary classroom. (1) "Animales" (11 min., $135.00 sale, $9.00 rental) designed to encourage children's creativeness in making entirely imaginary animals out of wet paper, paste, and tempera paints. Construction methods outlined and variations are suggested. By Louis Shaw. (2) "Art from Scrap" (5 min., $70.00 sale, $6.00 rental) shows 6th and 7th graders using own creativity to create designs from odds and ends. No expensive supplies required. By Gattskill. (3) "Design to Music" (6 min., $70.00 sale, $6.00 rental) demonstrates how drawing and painting to music may result in fresh ideas. Music rhythm suggests designs and media to child. By Gattskill. (4) "Finger Painting" (5 min., $70.00 sale, $6.00 rental) gives techniques showing effects obtained by using various parts of hand. Directions for making paint included. French version available. By Gattskill. (5) "Loom Weaving" (6 min., $70.00 sale, $6.00 rental) shows how to build loom out of broom and few pieces of wood, methods of loom usage, and types of materials which can be used in loom. French version available. By Gattskill. (6) "Making a Mask" (6 min., $70.00 sale, $6.00 rental) shows construction of two types of masks out of wet paper and paste. Painting suggestions are included. By Gattskill. (7) "Model Houses" (6 min., $70.00 sale, $6.00 rental) shows how to make models for whole town project. (8) "Mural Making" (6 min., $70.00 sale, $6.00 rental) shows all stages of mural construction suggesting need for class working together harmoniously. (9) "Paper Sculpture" (5 min., $70.00 sale, $6.00 rental) illustrates the variety of three-dimensional objects that can be made out of paper and cardboard along with classroom techniques for their implementation. French version available.

CREATIVE KINDERGARTEN

DISTRIBUTOR: Soundings
COST: $475.00
RENTAL: $40.00/3 days
LEVEL: E. Ch.
AUDIENCE: All

DESCRIPTION: The film shows an individualized program in which the objectives are to develop each child's creative potential and maximize his chances for success in his later education. Individual diagnostic tests are given at the beginning of the year, and a prescriptive program is then prepared. In a free environment, each child works at his own pace. Emphasis is placed on developmental tasks and creative activities. Language and reading readiness are an integral part of the prescriptive program. 16mm,/color/40 min.

CREATIVE PROBLEM-SOLVING, E. Glenadine Gibb

DISTRIBUTOR: R&D-Tex.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: User will: (1) realize the ineffectiveness of pre-judgment, the effectiveness of deferred judgment, and the fact that the latter may be taught by instruction and practice; (2) recognize and deal with problems using a number of problem-defining approaches, and communicate this skill to students by example; and (3) internalize creative problem solving procedures.

DESCRIPTION: This is a series of 3 self-paced modules entitled *Application of Deferred Judgement, Recognizing the Real Problem,* and *Developing the Solution.* Each includes an instructor's guide. In the first two modules, the instructor is provided with a precise outline of behavior for teaching and discussing the techniques of deferred judgment and problem definition. In the last module, a workbook guides students in solving two problems applying the creative problem-solving techniques developed previously. This is followed by a discussion of the problems. Required equipment includes transparencies, overhead projector, grease pencil, handouts, wastebasket, can of beets, can opener, instructor's guide, and a copy of the student workbook for each participant. Completion time — 2 hours.

CREATIVE RHYTHMIC ACTIVITIES AND TRADITIONAL FOLK DANCES, Samuel D. Miller

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: The purpose of the module is to aid the intern in becoming better able to teach a basic lesson involving music and rhythmic movement.

DESCRIPTION: The module (4 pages), MUS-006.00 (80OU), provides several learning alternatives: (1) a seminar, (2) suggested readings, (3) independent study activities, and (4) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures call for the intern to teach a basic lesson involving music and rhythmic movement; criteria are carefully specified.

CREATIVE THINKING, Robert L. Stewart

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: This module cluster attempts to increase the creative potential and productivity of the intern. The module cluster has 3 major objectives — to help the intern produce: (1) a greater number of ideas, (2) useful and unique ideas, and (3) useful solutions to problems.

DESCRIPTION: The module cluster (7 pages), ARE-001.00 (80OU), consists of 5 modules: (1) *Production of Ideas,* (2) *Forced Combination of Words,* (3) *Brainstorming,* (4) *Convergent Fluency,* and (5) *Creative Solutions.* Each of these modules provides learning alternatives which are intended to help the intern meet the objective of the module. These alternatives include: recommended readings, small group activities, seminar and laboratory sessions, and intern-designed options. The module cluster description refers to but does not include the readings; descriptions of the learning alternatives are brief.

EVALUATION: Each of the 5 modules contains pre-assessment and post-assessment procedures. The first 2 are pencil-and-paper tests. The third consists of a small group brainstorming session; the fourth calls for the building of a machine; and the fifth calls for the production of a useful construction. The adequacy of the intern's performance or product is judged by the instructor.

CREATIVITY AND LEARNING

DISTRIBUTOR: I/D/E/A
COST: $200.00
RENTAL: $11.00/3 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film shows projects in creativity among elementary and middle school children and the methods employed for developing creativity. Paul Torrance is a central figure in the film discussing ways to increase creativity in teaching and learning. 16mm/color/22 min.

CRITERION-REFERENCED INSTRUCTION, W. James Popham

DISTRIBUTOR: Vimcet
COST: $10.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This audiotape (42 min.) introduces James Popham's instructional strategy designed to increase the precision with which educators make instructional decisions. The live recording is taken from his teaching methods class.

CRITERION TESTING

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Writes essay defining and comparing norm- and criterion-referenced tests; (2) prepares criterion-referenced pre- and post-tests for objectives.

DESCRIPTION: In module 1.B-6 (18 pages), student has choice of reading Criterion Referenced Measurement and articles of his choice on topic, attending series of lectures, completing supplied narrative, or creating own alternative. Readings utilized but not included. Narrative (11 pages) defines and gives examples of criterion-referenced testing, justifying its use. Completion time — 10 hours.

EVALUATION: Pre-test and post-test are written examinations on items specified in objectives. Criteria for evaluation are not included.

CROSS CULTURAL COMMUNICATION PROGRAM

DISTRIBUTOR: SCE Lab.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To develop the insights and skills necessary for positive interaction and communication between the teachers, students, and adults of different ethnic backgrounds.

DESCRIPTION: This program is given only at SWCEL Institute. It assists the teacher in communicating with ethnic minority group members by means of role-playing, media presentations, and lectures. The program also contains a slide-tape presentation on nonverbal and informal modes of communication and their relationship to cross-cultural communications. Teachers are provided with specific behaviors to practice that can facilitate communication and identify cultural differences. Emphasis is on changing behavior, rather than attitudes.

CULTURAL AWARENESS PACKAGE

DISTRIBUTOR: SCE Lab.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To make teachers aware of the cultural differences of the Mexican-American and the effect these differences have on the educator and the learners.

DESCRIPTION: Three major aspects are covered in the package: (1) a brief historical review of the Mexican-American; (2) their economic and social plight in American society today; and (3) an appeal for change. Methods of instruction include slide-tape presentations, discussion, and films. Print materials are included.

EVALUATION: SWCEL has conducted limited field testing of the Package with positive results.

CULTURALLY DISADVANTAGED YOUTH, Delores P. Graham

DISTRIBUTOR: Hartford T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: All

OBJECTIVES: Each of the 7 modules contains both an operational and a performance objective; performance objectives call for the demonstration of knowledge competencies. All of the objectives are intended to increase the student's understanding regarding culturally disadvantaged children, their environment, the development of their self-concepts, their education, their language development, and their learning styles.

DESCRIPTION: This set of materials (82 pages) consists of 7 modules: (1) *Profile of the Disadvantaged*; (2) *Environment of the Disadvantaged*; (3) *The Inner-City Classroom*; (4) *Educational Deficits of the Disadvantaged*; (5) *Learning Process and the Disadvantaged*; (6) *Language Development and the Disadvantaged*; and (7) *Discipline in the Inner-City Classroom*. Instructional alternatives provided are very varied; they include: (1) suggested readings, (2) films, (3) filmstrips, (4) small group discussions, (5) audiotapes, (6) simulation experiences, (7) role-playing situations, and (8) student options. The appendix contains rather extensive supplementary materials.

EVALUATION: Although pre-tests and post-tests were not included in these materials, reference is made to such tests.

CURRENT CONCEPTIONS OF EDUCATIONAL EVALUTAION

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape (#23) examines educational evaluation. Contrasts are made between measurement and evaluation, formative evaluation and summative evaluation, process criteria and product criteria, and evaluation as an assessment of merit versus evaluation as an aid to decision-making.

CURRICULUM

DISTRIBUTOR: NEA
COST: $9.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This audiotape (50 min.) is designed to serve as the basis for discussions. Guide is included. It contains the following sections: (1) *A Call to Action: Foreword* by Helen Bain, NEA President; (2) *The Parkway Program: The Curriculum* demonstrates how the community can become the school campus; (3) *The Parkway Program: Student-Teacher Relationships* points out how different kinds of student-teacher relationships result in mutual trust and happier schools; (4) *The Parkway Program: The Role of the Students* describes how much responsibility students can take for their own learning when given the chance; (5) *The EFFE Program: Students and Curriculum Planning* highlights the effects in a suburban high school of a one week experiment in free form education; (6) *Affective Education: Know Yourself* describes a new school program designed to help students understand themselves better; and (7) *Toward a More Humane Environment* tells how schools may provide more humane environments for students.

CURRICULUM COMPONENT, William O. Nesbitt, Richard J. Bain, Thomas Epley

DISTRIBUTOR: Houston
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm., Super.

OBJECTIVES: (1) Define the terms curriculum, instruction,

behavior domains, quantitative, and qualitative; (2) describe a traditional production model of curriculum by explaining the sequential steps a curricular activity must go through from its source to its implementation; (3) when presented with a real or simulated teaching situation, identify and implement a viable instructional strategy, giving reasons for the choice; (4) analyze simulated or actual school curricula to determine what the curricular slant(s) is and explain in a written rationale the reasons for the existence of the slant; (5) identify student behavior patterns as being in the cognitive, affective, psychomotor, and interpersonal domains; (6) analyze behavioral patterns for levels of behavior on a continuum from automatic to creative response; (7) identify the most likely point of attack for teachers to make in increasing student's levels of behavior in each domain of behavior; and (8) design and implement a lesson plan in which a specific instructional mode(s) is selected for use, a curricular slant is chosen, and specific behavior domains are to be emphasized.

DESCRIPTION: This program consists of 5 modules: (1) A self-contained and programmed *Introduction* in which common terms are defined, setting the stage for the other modules. (2) The *Instruction Dimension* identifies 6 possible ways a teacher can perform in a teaching situation, ranging from a very autocratic, dominating role to a very unautocratic role in which the students or the method provide the impetus and initiative for what happens in the classroom. (3) The *Curriculum Dimension* identifies 6 possible curricular slants which arise out of the combinations of knowledge, individual, and society, as either the ends or means for that which is happening in the classroom. (4) In the *Behavior Dimension*, 4 human behavior domains are identified — cognitive, affective, psychomotor, and interpersonal — which influence and are influenced by that which occurs in the classroom. (5) *Synthesis* is the terminal module of the program. Each of the 5 modules is self-contained and self-paced so that a student may go through the component at his own rate. The activities require a number of small-group seminars with peers and an instructor, observations of actual school and classroom activities, and ultimately the teaching of a lesson in which the aspects of the component are applied at the performance level. Completion time — 40 hours.

EVALUATION: Ultimately, students are evaluated at the performance level by teaching a lesson to their public school pupils in which they identify the instructional modes to be used, the curricular slant(s) characterizing the lesson, and the behavior domains which are to be emphasized. These 3 things are specified before the lesson is taught. If the plan is ineffective, the student identifies the points of uncertainty and suggests other modes, slants, and behavior domains which might be effective. The component has been field-tested with the initial group of undergraduate teacher trainees who entered the University of Houston Competency-Based Teacher Education Program in the Fall of 1971. Feedback from these students was positive, and the component is being revised for continued use.

■ CURRICULUM DEVELOPMENT — SECONDARY, Galen Saylor

DISTRIBUTOR: NETCHE — LEVEL: High
RENTAL: $20.00 — AUDIENCE: Tea., Super.

DESCRIPTION: Three videotapes (30 min. each) present an instructional sequence analyzing the various methods of curriculum development used in secondary school systems. (1) "Factors" presents the process of curriculum planning and explains the role student and society play as determinants of the curriculum. (2) "Goals" gives definition sought by secondary education and the relationship between these goals and student behavior. (3) "Next?" concludes the sequence with a projected view of what may be typical in high schools of the future.

■ CURRICULUM RATIONALE, W. James Popham

DISTRIBUTOR: Vimcet — LEVEL: All
COST: $17.00 — AUDIENCE: Tea.

DESCRIPTION: Emphasizing the importance of selecting defensible objectives, this filmstrip-tape #8 describes the essentials of Ralph Tyler's approach to curriculum building. The viewer is given practice in employing the major components of the Tyler model. Instructor's manual is included. Completion time — 30 min.

D D

■ DAP PROBLEM-SOLVING PACKAGE

DISTRIBUTOR: CASEA — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea., Adm., Coun., Sub-prof.

OBJECTIVES: (1) To conceptualize the problem-solving process in terms of designative (D) and prescriptive (P) inquiry; and (2) to facilitate a group effort that engages successfully in joint problem-solving by "smoking out" the most important common problems, "unpacking" them to manageable size, and then collectively developing and implementing plans for their solutions.

DESCRIPTION: This problem-solving package contains a handbook, a set of materials, and supportive audio-visual aids which can be used by a trained consultant in a group setting. The manual includes conceptual statements to both the consultant and group and descriptions of materials for actual group problem-solving.

EVALUATION: Extensive field testing has been done and is currently underway.

■ DAY THAT SANG AND CRIED, Dale Smallin

DISTRIBUTOR: Centron — LEVEL: All
COST: $350.00 — AUDIENCE: Tea.

OBJECTIVES: Motivate discussion of teenage feelings and problems through viewing day in life of teenage boy.

DESCRIPTION: A dramatic and intimate study in adolescense spanning one day in the life of a teenage boy. Young people empathize with his boredom and feeling of rejection. Gives an excellent picture about problems of which the teacher needs to be aware. 16mm/color/28 min.

■ DAY THE INSECTS TOOK OVER

DISTRIBUTOR: Holt, R,W — LEVEL: All
COST: $140.00 — AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for interpretation and problem solving concerning control of classroom discussion and maintaining attention.

DESCRIPTION: Concerns classroom situation when lesson on insect classification turns into lively discussion on such topics as insect intellect and household insecticides. Open-ended conclusion with question being how the teacher can restore order and return to her lesson's objectives. Study guide available. 16mm/color/10 min.
Part of Series: Critical Moments in Teaching.

■ DECIDING ON DEFENSIBLE GOALS VIA EDUCATIONAL NEEDS ASSESSMENT

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape presentation (#25) examines a strategy for systematically securing the preferences of various representative groups in order to establish educational goals. After completing the program the viewer will be able to design a plan for an educational needs assessment procedure which incorporates the technical procedures described in the program.

■ DECIDING WHAT TO TEACH

DISTRIBUTOR: NEA LEVEL: All
COST: $7.00 AUDIENCE: All

DESCRIPTION: This filmstrip (color, with syncronized recording for manual or automatic equipment — 18 min.) is designed primarily for use by school staffs as they work on planning the total school program. It is based upon the publication of the National Education Association Project on Instruction bearing the same title. The accompanying guide, **From Bookshelves to Action**, contains suggestions and key questions to consider in comprehensive study-action programs. A copy of the script with suggestions for presentation also accompanies the filmstrip.

■ DEDUCTIVE STRATEGIES

DISTRIBUTOR: UTEP LEVEL: All
COST $2.00 AUDIENCE: Tea.

OBJECTIVES: Student demonstrates understanding of advanced organizer strategy by planning and implementing a 15-minute lesson following the pre-test, organizer, teach lesson, post-test, and remediation strategy.

DESCRIPTION: In module I:D-1 (23 pages), student has choice of reading **Meaningful Verbal Learning** by Ausubel, reading supplied narrative, or creating own alternative. Module includes paper (14 pages) describing the advance organizer strategy by giving examples of organizers, background information, progressive differentiation, and integrative reconciliation. Completion time — 10 hours.

EVALUATION: For pre- and post-test, student plans and teaches 15-minute lesson utilizing advance organizer strategy. Evaluation by instructor according to supplied check list.

■ DEFINING CONTENT FOR OBJECTIVES, Eva Baker

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

OBJECTIVES: In this filmstrip-tape # 9, the application of behavioral objectives is made feasible in an ordinary classroom situation. Teachers are taught that operational objectives should specify content that is able to be generalized beyond a single test item. The viewer learns to identify objectives which do and do not exemplify content generality and to write objectives which do. Instructor's manual is included. Completion time — 30 min.

■ DEFINING OBJECTIVES

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Formulates appropriate objectives for specific teaching fields and special needs of pupils: by defining behavioral objectives and listing characteristics of behavioral objectives, by distinguishing between objectives which are behaviorally stated and those which are not, by identifying pupil performance standards in objective statements and constructing same, by writing behavioral objectives at Levels 1 and 3 of Bloom's taxonomy, and by writing objectives for learning activities in affective domain.

DESCRIPTION: Module 9 (34 pages) contains self-scored pre-test, descriptive narrative, and criterion task for: (a) defining behavioral objectives; (b) distinguishing between correctly and incorrectly stated objectives; (c) identifying pupil performance standards in objective statements; and (d) writing cognitive and affective behavioral objectives. Activities include readings from Bloom and viewing Vimcet sets which are utilized but not included. Completion time — 5 hours.

EVALUATION: Self-scored pre-tests are included for each of 5 sections. Questions are given to accompany readings but no criteria for evaluation included. No post-test is included.

■ DEFINING OBJECTIVES FOR THE TEACHING OF CONCEPTS, Ted Ward

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To specify in behavioral terms an instructional objective concerned with the learning of a concept, and to describe the interrelationships among the plan for teaching the objectives, entry behaviors, and evaluative criterion.

DESCRIPTION: This self-contained teacher training kit provides teachers with experience in defining objectives that relate to the learning of concepts. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction. Completion time — 2 hours.

Part II of Series: **Workshop Coordinator Kit.**

■ DEHUMANIZING CITY . . . AND HYMIE SCHULTZ

DISTRIBUTOR: Learning Corp. of America LEVEL: Col.
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of the problems of individual struggle against bureaucracy and anonymity.

DESCRIPTION: This film, edited from the motion picture "The Tiger Makes Out," presents problems of the quality in modern urban living, possibilities for individual action in society, sense of powerlessness, and dealing with indifference and hostility. The story is of one individual, Hymie Schultz, a mailman who decides to confront the complex bureaucratic machinery of the city. Beginning with a housing problem (the leg of his neighbor's wife comes crashing through his ceiling), he attempts to attain proper action immediately for damages. His efforts prove fruitless and heighten his frustration. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.

Part of Series: **Searching for Values: A Film Anthology**

■ DEMONSTRATING LEGIBLE HANDWRITING

DISTRIBUTOR: Panhandle LEVEL: Elem.
COST: $ .45 AUDIENCE: Sup-prof.

OBJECTIVES: (1) Trainee can demonstrate manuscript letter, number, and word formation on chalkboard, paper, and chart paper; (2) trainee can demonstrate correct cursive letter and number formation on chalkboard, paper, and chart paper; and (3) trainee can demonstrate legible handwriting using correct letter forms, slant, size, line quality and spacing when writing sentences on chalkboard, paper and chart paper.

DESCRIPTION: In this B-2 Module I-5 (25 pages), the trainee studies and follows directions (from sources outside the module) for writing manuscript and cursive letters and numbers. The trainee is required to practice cursive and manuscript

writing and to confer with a resource person who observes work and evaluates proficiency. Included in the module are study sheets and checklists for evaluating writing. There are a number of required materials (reference manuals, a pamphlet, equipment, and expendable supplies) and some optional materials (filmstrips) which are not included in the module: a 2-page list of these required and optional materials and their sources is found in the module. Completion time — 15 hours.

EVALUATION: Pre-assessment consists of 6 performance items which are evaluated by resource person according to specific criteria. Post-test is the same. Pre-tests and post-tests are included to evaluate performance of each specific objective according to checklists.

■ DERRICK

DISTRIBUTOR: Perennial
COST: $180.00
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film depicts the conditions in urban public schools, and the chaos, indifference, anger, boredom, desperation, and unhappiness which often results. It is apparent that the run-down schools are part of the larger problem of run-down neighborhoods. Candid scenes taken in the classroom are juxtaposed with motion picture footage of a black boy named Derrick in his ghetto neighborhood. 16 mm/b&w/ 25 min.

■ DESCRIPTIVE STATISTICS, Andrew S. Jackson and Don A. Edwards

DISTRIBUTOR: Houston
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Describe the difference between descriptive and differential statistics; (2) construct a frequency distribution table and a frequency polygon; (3) define the 3 measures of central tendency; (4) choose and compute the appropriate measure(s) of central tendency for a given distribution; (5) compute the required measure of variability for a given set of data using the specified manner of computational formula; (6) compute an estimated value for the standard deviation of a given set of data using one of the two shortcut procedures presented; (7) compute percentiles (percentile ranks) for specified scores within a given set of data; (8) discuss problems in the interpretation of results of tests reported in percentiles based on problems inherent in the procedures; (9) define and give the characteristics of Z-scores and T-scores; (10) compute Z-scores and T-scores for a distribution using the specified procedure; (11) compute the probability of a specified score within a given distribution; (12) given a distribution probability, calculate the associated raw score; (13) list/identify the properties of frequency distributions indicating various types of skewness and kurtosis; (14) compute the values for a given distribution (optional); (15) discuss the meaning and interpretation of a correlation coefficient; (16) calculate the appropriate correlation coefficient (Pearson "r" or Spearman Rho) for a given distribution; (17) compute a regression equation for predicting achievement on one set of measures based on performance on another set of measures (optional); and (18) run a statistical analysis involving specified items to be computed for a given distribution by using the STIL program on a computer.

DESCRIPTION: No prerequisite knowledge of statistics is required for this component. All that is required is the ability to substitute into a formula and do the basic arithmetic required to obtain an answer. Workbooks have been developed for each of the 11 modules. Audiotapes and "pictograph" slides have been developed for most of the modules. The component does not purport to teach the underlying theory behind the procedures; rather, the basic definitions and computational skills are emphasized. The rationale for the component is based primarily on the belief that teachers need to be rational decision-makers who should exhibit competence in the areas of diagnosis, prescription, evaluation, and motivation. A participant may proceed through the component at his own pace; however, opportunities are built in for both peer seminar discussions and participant/instructor seminar discussions. Individual conferences with an instructor may be scheduled as needed. The ultimate goal of the component is to provide the participant with the statistical tools needed to diagnose students' performance, and make rational decisions on the basis of the analysis of the data. Completion time -- each module (except DS-9, Correlation) is equivalent to one session of a twice-a-week class with respect to lesson, homework, and review time.

EVALUATION: Module pre- and post-assessments are given for most of the modules for the purpose of furnishing each student some feedback concerning their status in relation to each module's objectives. These assessments are in self-evaluation format. Both formative and summative evaluations are included in the component at appropriate times. The summative evaluations are multiple-choice tests designed to measure the cognitive behaviors of comprehension, application, analysis, synthesis, and evaluation.

■ DESIGNING A LEARNING ACTIVITY, Herbert Bloom, Nancy Cooper, Nettie Dove, et al

DISTRIBUTOR: Panhandle
COST: $4.20
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given information concerning elements of an instructional activity, trainee can list the elements in order and define each; (2) given information concerning specifications of an instructional intent, trainee can identify specifications found in selected statements; (3) given a list of instructional intents, trainee can determine materials needed to develop them; (4) can identify pre-requisites, can identify steps to be followed in developing the procedure, can list optional activities, and can design evaluation items; and (5) using any curriculum area, trainee can write an instructional activity, implement the activity, observe and critique the implementation, and finally, modify, reimplement and critique the learning activity.

DESCRIPTION: In B-2 Module II-2 (43 pages), the trainee views a film-taped program ("The Imppot Chain") and completes corresponding worksheets. Trainee participates in group discussions to formulate lists and procedures and to critique worksheets. After developing an instructional activity, the trainee implements and critiques the activity in a simulated teaching situation. A summary of the film-taped slide series, the worksheets required, a sample learning activity, and a checklist of optional activities are included in the module. Audiotape, "Designing a Learning Activity" ($2.00),and filmstrip, "Designing a Learning Activity: The Imppot Chain" ($1.50), are included in the module price.

EVALUATION: Pre-test is a 2-part inventory: Part A consists of 13 multiple-choice questions; Part B consists of 3 self-check items. (Key is included.) Post-tests on objectives 1 and 2 are objective tests and self-evaluated. Post-tests on objectives 3, 4, and 5 are a subjective peer group assessment of worksheets and (specifically on objective No. 5) performance of simulated teaching situation. Criteria are built into evaluation procedure.

■ DESIGNING AN INSTRUCTIONAL GAME, S. Joseph Levine

DISTRIBUTOR: MSU-Spec. Ed.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) provide an understanding of basic design considerations for building instructional games; (2) give first-hand knowledge of creatively dealing with a common object for new purposes; (3) show insight into the evaluation of instruction; and (4) generate new ideas to try out in their own classroom situation.

DESCRIPTION: Small groups of teachers interact and coop-

erate in the design of an instructional game. This self-contained teacher training kit includes all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction. Completion time — 65 minutes.

■ DESIGNING AND USING HOMEWORK

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: (1) Lists research studies of past 20 years concerning the value of homework and attitudes of educators, parents, and students toward it; (2) justifies in writing usage or non-usage of homework in his field; (3) lists considerations in planning homework; and (4) writes original homework assignments.

DESCRIPTION: In module I:C-5 (17 pages),student has choice of discussing topic with instructor and peers; conducting a survey of teachers, students, and parents arriving at a rationale toward homework; reading from supplied bibliography; viewing slide-tape; or reading supplied narrative. Readings and slide-tape utilized but not included. Narrative (7 pages) reviews research on homework, gives rules for the use of homework, and concludes with open-ended questions concerning its usage by the teacher. Completion time — 5 hours.

EVALUATION: Pre-test and post-test are identical self-evaluated written examinations.

■ DESIGNING EFFECTIVE INSTRUCTION

DISTRIBUTOR: GPT LEVEL: All
COST: $650/complete workshop with audio on 5" reels; $675/with audio on cassettes; $5.95 for workbooks; $55/unit for first 5 units with audio on 5" reels; $56.50/unit for first 5 units with audio on cassettes; workbook for first 5 units — $2.00; (discounts on quantity orders for all materials). AUDIENCE: Tea., Super.

OBJECTIVES: For each unit specific behavioral objectives are specified, not listed herein because of extensiveness.

DESCRIPTION: This workshop is composed of 15 units which actively involve the teacher in the process of writing objectives, designing instruction, and evaluating instructions. Through animated cartoons and lively dialogue, teachers view filmstrips and listen to audiotapes while completing exercises in the accompanying workbook. The 15 units and the actual running time for audio-visual materials are listed below. Actual workshop completion time is about 20 hours. Unit 1 — *Introduction to Basic Principles* (20 minutes). Unit 2 — *General Goals, Affective Objectives, and Cognitive Objectives* (20 minutes). Unit 3 — *Main Components of an Objective: Behavioral Terms, Conditions, and Standards* (29 minutes). Unit 4 — *Classification of Objectives* (26 minutes). Unit 5 — *Criterion Tests* (19 minutes). Unit 6 — *Determining Entry Level* (19 minutes). Unit 7 — *Entry Level Tests* (21 minutes). Unit 8 — *Stimulus and Response* (29 minutes). Unit 9 — *One-Way and Two-Way Stimulus Response Units, Single and Multiple Discriminations* (28 minutes). Unit 10 — *Content Analysis* (29 minutes). Unit 11 — *Stimulus Response Pairs in Chain Activity* (28 minutes). Unit 12 — *Influence of Objectives on Content* (40 minutes). Unit 13 — *Developing Objectives and Deriving Content* (8 minutes). Unit 14 — *Programmed Lesson Plans and Instructional Media* (45 minutes). Unit 15 — *Validation* (45 minutes). The workshop kit includes 15 audiotapes, 12 color filmstrips, 10 participant workbooks, a monitor's manual, and a scriptbook. Only the first 5 units may be purchased separately. It can be employed by individuals or in group settings.

EVALUATION: Criterion-referenced tests accompany each unit.

■ DESIGNING CRITERION MEASURES, S. Joseph Levine

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To design a criterion measure that can be utilized in conjunction with an instructional objective.

DESCRIPTION: This self-contained teacher training kit focuses on criterion measures. Criterion measures allow the instructor to assess the progress of the learner. Also, it provides a visible means of examining instruction and a starting point for modifying instruction. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small and large group instruction. Completion time — 1 to 2 hours.

Part III of Series: **Workshop Coordinator Kit**

■ DESIGNING OBJECTIVES-ORIENTED INSTRUCTION, Ted Ward

DISTRIBUTOR: MSU-Spec.Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Define 2 instructional objectives and develop 2 alternative instructional procedures for accomplishing each of these; and (2) assess the probable effectiveness of each of 3 instructional designs for accomplishing a given instructional objective.

DESCRIPTION: This self-contained teacher training kit (#6) is in the form of a cooperative game through which teachers can gain experience in translating an objective into a specific plan for instruction. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small and large group interaction. Completion time — 1½ hours.

Part of Series: **Workshop Coordinator Kit.**

■ DETERMINING CONDITIONS AND SETTING CRITERION FOR OBJECTIVES, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: To write instructional objectives which include desired terminal behavioral conditions under which behavior will be demonstrated at an acceptable level of performance. Specific behavioral objectives for the module are given in the module.

DESCRIPTION: This module (20 pages) includes instructional activities such as reading Mager's **Preparing Instructional Objectives**; optional readings by Popham; reading enclosed materials "Conditions and Criterion for Instructional Objectives" (3 pages); and viewing filmstrips and tapes by Popham and Baker, "Selecting Appropriate Educational Objectives Evaluation." Practice is provided: in two enclosures "Conditions and Criterion for Instructional Objectives" and "Establishing Performance Standards and Criteria of Success," and in writing 10 objectives for elementary school children that meet criteria. A final seminar with peers and team leader is optional. Completion time — 3½ hours.

EVALUATION: Pre-test and post-test are included with answer sheets.

■ DETERMINING STUDENT GRADES

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $6.50 AUDIENCE: Tea.

DESCRIPTION: Grading on a curve, grading a student against his ability to learn, and combinations of the two approaches are illustrated in this filmstrip (43 frames, color).

■ DEVELOPING A MUSIC LISTENING PROGRAM FROM PERTINENT CULTURAL HERITAGE AND CONTEMPORARY POPULAR IDIOMS, Samuel D. Miller

DISTRIBUTOR: Houston T.C. LEVEL: E. Ch., Elem. Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The intern will present a useful resource unit

containing basic materials on the history and background of Negro, Latin American and folk music of other lands. This unit will contain an annotated discography of at least 4 or 5 selections in each category.

DESCRIPTION: The module (4 pages), MUS-001.00 (HOU), provides several learning alternatives: (1) recommended readings, (2) independent study activities including listening to records and examining school textbooks, (3) studying sample resource units, and (4) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures call for the intern to submit a 15-minute videotape segment which exemplifies the intern's ability to choose and present appropriate folk and rock music.

■ DEVELOPING AN ART ACTIVITIES FILE

DISTRIBUTOR: Panhandle LEVEL: Elem.
COST: $ .45 AUDIENCE: Tea.

OBJECTIVES: (1) Given reference materials, trainee can list art materials and tools and their functional designations; (2) given set of accreditation standards, trainee can expand and refine list of art materials and tools; (3) trainee can develop a list of art processes and activities as a logical extension of involvement with art materials and tools; and (4) given reference materials, trainee can devise a means of listing, charting, or organizing art materials, tools, and processes.

DESCRIPTION: In B-2 Module VII-1 (24 pages), the trainee studies specified reference materials in order to develop a systematic categorized list or chart of art materials, tools, and processes. The trainee is directed to certain outside reading sources and reads certain materials included in the module: review of approaches to art production and art teaching, and a summary chart on expanding and broadening the child's learning experiences. Trainee demonstrates ultimate proficiency by building a sample instructional art file which uses a specific art process. Completion time — 8 hours.

EVALUATION: Pre-test requires performance of trainee in devising a categorization system for art tools, materials, and processes; system is evaluated by team leader. No criteria given for evaluation. Post-test is same as pre-test, except that it is self-evaluated and open-ended. Focus is on growth assessment and improvement of practice categorization.

■ DEVELOPING AN INSTRUCTIONAL PACKAGE, Elizabeth A. Collins

DISTRIBUTOR: Panhandle LEVEL: Elem.
COST: $ .75 AUDIENCE: Tea.

OBJECTIVES: (1) Given selected materials and filmstrip-tape programs, trainee can identify the elements necessary for an instructional package; (2) given specific procedures, trainee can specify the rationale, objectives, assessment items, and activities for a student learning package to be used in a classroom; (3) (optional) given specific procedures for producing a slide-tape series or a set of transparencies, trainee can produce one of these audio-visual resources for use with their instructional package; and (4) given a guide for preparing learning packages, trainee can develop a written package suitable for student use.

DESCRIPTION: For this B-2 Module II-7 (36 pages), trainee reads guidelines on LAPS, views filmstrip-tapes with accompanying worksheets, and discusses results in seminar. Other activities include reading and carrying out set of learning activities in "A Lap on Writing Laps," "Developing Audio-Visual Media for LAPS," and "Production Guide for Learning Activity Packages." Trainee organizes and writes a learning package and presents it to 5 students. Resource person is available to help trainee. Worksheets, evaluation quiz, identification quiz, guidelines, and answer keys are included in the module. Filmstrip-tape, booklets, filmstrip projector, and tape recorder are not included. Completion time — 10-15 hours.

EVALUATION: Pre-assessment is 3 performance problems with no post-assessment. Module assumes trainees who complete module have successfully mastered the objectives. Pre-test and post-tests included for objectives 1 and 2. No pre- or post-tests on objective 3, and only post-test on objective 4.

■ DEVELOPING CHILDREN'S LISTENING SKILLS, Frank May

DISTRIBUTOR: WWSC LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Given a closed book examination, participant matches listening skills with listening activities designed to enhance skills, labels list of listening activities using Smith's categories, lists 5 of 14 conditions which should be considered before each teaching situation (Smith), lists 3 values of a listening center, and lists 3 listening experiences from prescribed source. Participant does this with a minimum of 80% accuracy. Participant also prepares group of students for listening session, checks them on certain listening skills, and tests materials for listening center in a classroom.

DESCRIPTION: Module 10 (9 pages) has following activities: listen to videotape by May using supplied questions as guide; read from Smith, Russell & Russell, Wagner, May, Collins, Greene, or from supplied list of listening skills that can be taught. Tape utilized but not included in module. Completion time — 15 hours.

EVALUATION: No pre-test. Knowledge portion of post-test included, but no criteria for performance section given.

■ DEVELOPING CHILDREN'S ORAL LANGUAGE

DISTRIBUTOR: MacMillian LEVEL: E.Ch., Elem., Mid.
COST: $1320.00 AUDIENCE: Tea.
RENTAL: $195.00

OBJECTIVES: To develop skills which promote language development in primary grade children.

DESCRIPTION: Minicourse 2 consists of 6 films, a teacher handbook, and a coordinator handbook. In 5 instructional sequences the teacher develops skills in: (1) extending the language and thought of primary children; (2) introducing and providing practice in the use of new language patterns; (3) facilitating the meaning associated with the learning and use of positional words; (4) increasing the children's ability to describe and classify objects; and (5) increasing children's ability to identify and describe action.

EVALUATION: Analysis of the course indicates that teachers who took the course made highly significant gains in the skills most critical for improving the language of pupils with minimal language experience.

■ DEVELOPING CHILDREN'S ORAL LANGUAGE SKILLS, Frank May

DISTRIBUTOR: WWSC LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: In closed book, written examination, participant differentiates between standard speech, non-standard speech, and ungrammatical speech; matches a set of linguistic problems with statements representing their speech; matches a list of drill activities with types of drills used in teaching standard English to children speaking a non-standard dialect; lists activities for encouraging oral language development; lists ways in which Show-and-Tell could encourage oral vocabulary development; differentiates between problems of enunciation, articulation, and pronunciation; and describes the positive effects of using creative dramatics in the classroom. This written test is to be done in 30 minutes with 80% minimum accuracy. Participant also motivates children to speak creatively, administers tests to children diagnosing their difficulties in speech, uses Show-and-Tell period to enhance vocabulary growth, uses suggested drills in classroom, and develops choral reading activity.

DESCRIPTION: Module 11 (15 pages) includes the following activities from which the student may choose: 3 videotapes demonstrating oral language skills; film on "Creative Drama"; book on non-standard dialect or readings by Smith, May, Burns, Tiedt & Tiedt; or supplied worksheet for differentiating between standard dialect, non-standard dialect, and ungrammatical sentences. Books, tapes, and films utilized but not supplied. Appendix includes diagnostic test for use with children, suggestions for guiding spontaneous dramatizations, and examples of misarticulated sounds. Completion time — 15 hours.

EVALUATION: No pre-test. Knowledge component of written post-test included. No criteria for required performance are given.

■ DEVELOPING COMPREHENSION SKILLS: A LEARNING PACKAGE, Dave Fraser

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) define comprehension; (2) list 6 lower-level reading comprehension skills, and fifteen higher level critical and interpretative reading skills; (3) identify examples of reading skills from videotape; and (4) plan and present to students opportunities to demonstrate reading skills.

DESCRIPTION: Module #12 (5 pages) includes criterion for the demonstration of each of the objectives by the participant. Activities include readings from Russell and McCracken on comprehension skills. Completion time — 10 hours.

EVALUATION: No pre-test or post-test included. Criterion for meeting objectives given, but answers are not provided for evaluation.

■ DEVELOPING CRITERION-REFERENCED TESTS, Catherine Candor

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines norm-referenced and criterion referenced tests, identifying differences between those two types of measures; (2) identifies characteristics of instructional objective; (3) identifies and writes statements indicating performance standards for instructional objectives; and (4) selects and writes appropriate performance test items for given instructional objective.

DESCRIPTION: Module #13 (18 pages) contains narrative and self-scored test for each of the given objectives listed above. Norm-referenced and criterion-referenced are defined; implications of criterion-referenced measurement such as variability, item construction, variability, validity, and item analysis are given. Completion time — 3 hours.

EVALUATION: No pre-test or post-test. Self-scored evaluations are included in module for each given objective.

■ DEVELOPING EFFECTIVE READING-STUDY SKILLS

DISTRIBUTOR: AIMS LEVEL: Elem.
COST: w/records $18.00 AUDIENCE: Tea.
w/cassettes $20.00

DESCRIPTION: This sound-filmstrip with accompanying manual defines the proven habits for better reading and study skills, shows some "tricks of the trade," and recommends remedial exercises for students who have reading problems. It can also be used as motivation for students in using these practices.

■ DEVELOPING INSTRUCTIONAL MODULES, W. Robert Houston, et al

DISTRIBUTOR: Houston LEVEL: All
COST: $75.00/kit; AUDIENCE: Tea., Adm., Super.,
$4.00/participant worktext. Sub-prof.

OBJECTIVES: Participant designs specifications for a module which meets minimum criteria.

DESCRIPTION: The program has been designed to provide complete information, instruction, and practice in designing and developing instructional modules. It serves as a prototype to modular instruction. The package includes the following instructional materials: **Developing Instructional Modules** (basic worktext); "Introduction to the Concept" (slidetape); "Classify Educational Objectives" (slidetape); "Design Flowcharts" (slidetape); "Specify Enabling Activities" (audiotape); "Develop Assessment Procedures" (slidetape); "Director's Guide," and plans and procedures for using materials in workshop setting. The participant worktext is self-contained and requires no media or instructor assistance for completion of objectives. Alternatives for each enabling unit are described. While module is individualized, it provides opportunities for participants to interact with peers and/or instructor. Participants learn to write criteria-referenced objectives, classify educational objectives, design flowcharts, identify enabling activities, develop pre- and post-assessment procedures, outline module and component formats, and identify module development process. After enabling skills are developed, synthesis is achieved by leading participants step-by-step through a logical instructional design process which results in their completing the design for an instructional module. Completion time — 24 to 30 hours.

EVALUATION: Pre-assessment in the module consists of self-assessment regarding the enabling skills needed. Post-assessment lists criteria for modules. Each enabling objective is evaluated as is the logical consistency of module design and format. Hundreds of college faculty, team leaders, teacher and prospective teachers participated in field-testing of the module in preliminary form. Revisions were made according to feedback given by participants, consultants or instructors who worked with participants.

■ DEVELOPING LEARNING OPTIONS FOR VARIED LEARNING STYLES, Herbert Hite

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant constructs and evaluates a learning system. (A learning system is one which enables learners to successfully demonstrate evidence of desired behavioral change.)

DESCRIPTION: Module #14 (14 pages) includes: a 6-page paper on instructional systems concepts by Hite, instructions for selecting tasks, performance criteria, activities, flowchart for any significant piece or component of the total teaching act, and a reading on outlining a learning system including symbols for use in flowchart construction. Completion time — 3 hours.

EVALUATION: No pre-test or post-test included. Evaluation of activities is by peers or by teaching team, but criteria for this evaluation is not included.

■ DEVELOPING LISTENING SKILLS

DISTRIBUTOR: Panhandle LEVEL: Elem.
COST: $2.50 AUDIENCE: Tea.

OBJECTIVES: (1) After studying certain informational material, trainee can respond correctly to items on a multiple-choice test regarding the nature of listening; (2) using audiotaped listening activities, trainee can identify the type of listening skill being taught and the plan for teaching such a skill; and (3) trainee can plan and teach two listening activities.

DESCRIPTION: In B-2 Module VII-6 (48 pages), the trainee studies informational material provided in the module and listens to two audiotaped, sample listening activities to become

familiar with particular listening skills. The trainee also collects materials and develops a plan for teaching two listening activities, records the teaching of the activities, and has a teammate rate the trainee's performance using a checklist. Included in the module are the required readings, worksheets, checklists, and a 4-page bibliography of references and resources. Audiotape, "Developing Listening Skills" ($1.75), contains poems and is included in module price. Completion time — 5 hours.

EVALUATION: Pre-test and post-test are essentially the same. They each consist of a 10-item, multiple-choice test; the evaluation is according to specific criteria of trainee's teaching performance on two listening skills.

■ DEVELOPING MAP AND GLOBE SKILLS, Elizabeth A. Collins

DISTRIBUTOR: Panhandle LEVEL: Elem., Mid.
COST: $ .50 AUDIENCE: Tea.

OBJECTIVES: (1) From memory or with aid of map, trainee can demonstrate a knowledge of longitude and latitude by identifying base lines and selected points, stating the length of a degree of longitude and latitude, and relating lines to meridians and parallels; (2) given a map or globe, trainee can demonstrate knowledge of map scale by using a map ruler to determine distance between selected points and using a statement scale to determine distance between selected points; and (3) given a map or globe, trainee can demonstrate knowledge of map symbols by determining elevation of a selected point using a contour map, determining altitudes of selected points using color-coded map, stating populations of cities using population map, and identifying capitals and boundaries of a selected political unit by using symbols on a political map.

DESCRIPTION: In this B-2 Module I-6 (32 pages), trainee gathers information to make a file, constructs classroom materials (flash cards, maps, and displays), works with maps and globes, and practices using materials with small groups of students. Trainee is directed to books and resources outside of module (books, films, filmstrips, globe). For each objective trainee is required to use at least one book, and answer keys are included in module. Sources for obtaining resources and cost of these materials are included in the module. Completion time — 4 hours.

EVALUATION: Pre-assessment is a 15-item, self-check test. There is no post-assessment, and trainee who has successfully completed the pre- and post-test is assumed to have achieved the objectives of this module. Pre-tests and post-tests are included for specific objectives.

■ DEVELOPING READING-STUDY SKILLS, Dave Fraser

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) define reading study skills; (2) list 8 basic reading study skills; (3) define proper reading rate and identify factors determining reading rate; (4) identify from tape 5 of 8 basic skills and an example of a mature, rapid reader; and (5) plan and present opportunities for students to demonstrate outlining and reading study skills.

DESCRIPTION: Module #15 (6 pages) contains criterion for performing the required objectives using selected readings from McCracken and utilizing programmed responses to the readings. Completion time — 5 hours.

EVALUATION: No pre- or post-test. Criteria for evaluation of various performances are not given.

■ DEVELOPING SKILLS AND TEACHING TECHNIQUES WITH MEDIA EQUIPMENT

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea., Lib.

OBJECTIVES: (1) Writes from memory cognitive information concerning projector use and care; and (2) demonstrates ability to utilize audio-visual equipment by teaching micro-lessons using a variety of media.

DESCRIPTION: In module I:E-3 (21 pages), student has choice of reading selection from Brown's text on audio-visual equipment, viewing filmloops describing equipment, practicing with equipment in laboratory, reading from Oates or Erickson's texts, or viewing slide-tape describing equipment utilization. Student has choice of reading from texts to gain information of teaching techniques with each type of equipment. Student has choice of readings and activities also for audio equipment. An extensive amount of visual and audio equipment is required. Readings are utilized but not provided. Completion time — 10 hours.

EVALUATION: Pre-test contains written examination, skills demonstration and micro-lessons utilizing audio-visual equipment. Evaluation by instructor with no evaluative criteria provided.

■ DEVELOPING SKILLS OF WORD PRONUNCIATION AND WORD MEANING, Dave Fraser

DISTRIBUTOR: WWSC LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) define terms; (2) list steps of word attack process and principles for teaching word meanings; (3) identify examples of terms; (4) identify reading lesson examples of phonetic application and principles of teaching word meaning from videotape; and (5) plan and present to students rules of syllabication and phonetic application.

DESCRIPTION: Module #16 (6 pages) contains criterion for performing required objectives by utilization of readings from McCracken and utilization of programmed responses to the readings. Completion time — 5 hours.

EVALUATION: No pre-test or post-test. Criteria for evaluation of performances not included.

■ DEVELOPING VALUES FOR READING, Dave Fraser

DISTRIBUTOR: WWSC LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Lists research findings relevant to children's reading interests; (2) identifies significant criterion for evaluating reading program; (3) supplies examples for balancing reading interest; (3) encourages and measures a learner's voluntary commitment to reading; (4) plans and implements a program for extending learner's reading interests; (5) increases learner's commitment to reading; and (6) provides for learner's enjoyment of some phase of literary production.

DESCRIPTION: Module #17 (7 pages) contains performance criterion for each of the objectives drawing from readings from Russell, and Bond & Wagner. Books are referenced but not supplied. Completion time — 5 hours.

■ DEVELOPMENT OF CHILDREN'S ART, Robert L. Stewart

DISTRIBUTOR: Houston T.C. LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrates an understanding of the developmental process of children's art within the elementary school.

DESCRIPTION: The module (3 pages), ARE-002.00 (HOU), contains several learning alternatives which are intended to contribute to the intern's attainment of the objective; these include: (1) viewing "Development of Children's Art," a slide-tape presentation, (2) attending a seminar, (3) annotating children's drawings, (4) reading one or more of three recommended readings, and (5) self-designed options.

EVALUATION: Pre-assessment and post-assessment proce-

dures consist of a test situation in which the intern is given 10 children's drawings which he sequences according to the developmental continuum.

■ DEVELOPMENT OF HIGHER LEVEL THINKING ABILITIES

DISTRIBUTOR: CEDS
COST: $25.50 minimum
LEVEL: All
AUDIENCE: Tea., Super.

OBJECTIVES: To prepare teachers to use teaching strategies which increase the abilities of students to solve problems by categorizing facts, drawing generalizations from these facts, and applying them to unknown situations.

DESCRIPTION: Package contains 29 units dealing with the following topics: (1) rationale for change; (2) overview of the processes; (3) curriculum development; (4) sensitivity to questions; (5) sensitivity to and processes in concept diagnosis — 6 units; (6) processes and exercises in interpretation of data — 5 units; (7) processes with and exercises in selecting and programming learning experiences — 2 units; (8) sensitivity to interpreting an information display — 5 units; (9) sensitivity to and processes and exercises in application of knowledge — 5 units; and (10) review of processes. Each unit contains an instructor's manual (directions, exercises, and resource information) and participant's manual. Each strategy is learned through 5 steps: (1) leader plays role of classroom teacher, and the participants play the students; (2) theory of the skill is performed; (3) skill is broken down into component parts and simulated in groups; (4) laboratory experience with students at appropriate age levels; and (5) participant uses skill in his subject area with own students. Instructor's manual is $15.00; participant's manual is $10.50 per set. Package requires room for small group meetings, lab situation to use with pupils, and a regular classroom to practice skill. Completion time is optimally two weeks — full time — or 42 hours.

EVALUATION: The participant is provided with paper-pencil evaluation. Field tests indicate that participants achieve performance objectives at acceptable levels.

■ DEVELOPMENT OF SELF-CONCEPT AND HELPING RELATIONSHIPS

DISTRIBUTOR: Doane College
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate ability to: define self-concept, discuss development of self-concept, describe teacher and student self-concept; (2) become involved in the process of developing a helping relationship with another individual; and (3) demonstrate understanding of instructional methods which facilitate growth of pupil self-concept.

DESCRIPTION: Depth Packet #8 (5 pages) has two parts. In the first the student reads and studies recommended texts, listens to audiotapes, and discusses information. In the second part the student employs concepts by participating in described experiments involving self-concept and the behavior of individuals toward one another and participates in a seminar discussing self-concept in relationship to the education process. Pack utilizes but does not include recommended texts and audiotapes. Completion time — 12-15 hours.

EVALUATION: By faculty advisor in oral examination.

■ DEVELOPMENTAL ROLE OF THE SCHOOL PSYCHOLOGICAL CONSULTANT, Lewis Schwartz and Eldon Heskett

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Sch. Psychol.

DESCRIPTION: Videotape (30 min.) discusses the role of the school psychological consultant and his relationship to the mental hygiene function in the public school system. Since this is a new field, new areas and approaches are important; techniques of group therapy, consultations with the family, and the role of the school administration officials are discussed.

■ DEVELOPMENTAL TESTING, Robert E. Horn

DISTRIBUTOR: CPLB
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This self-instructional program (48 pages), designed to be used as a part of instructional systems design course, is composed of three parts, the frame book, the panel book, and an audiotape recording. The frame book presents considerations of the procedures and conditions most effective for developmental testing in a pre-test and information presentation, information development and check, and post-tests format. The panel book and audiotape provide augmentation to and examples of information, situations or concerns presented in the framebook.

EVALUATION: Post-tests: written examinations and check lists.

■ DEVISING AND IMPLEMENTING A REINFORCEMENT SYSTEM, Carl E. Hornsby and Doris Bridgeforth

DISTRIBUTOR: Curr. Imp. C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Develop reinforcement strategy; (2) establish contingencies for use with a reinforcement system; and (3) demonstrate ability to assess behavior.

DESCRIPTION: This multi-media module (42 pages) develops behavior modification principles of reinforcement systems for teachers of exceptional children. Module introduces and develops concepts through the following student activities: reading specified materials; viewing instructional model lesson and completing accompanying checklists; planning, completing, and utilizing data from two structured interviews; planning teaching, and evaluating micro-teaching lesson; planning, teaching and evaluating two reteach segments for videotaping; and planning for use of skills in total classroom situation. Instructional model lessons not included in module. Completion time — 4 days.

EVALUATION: Self-evaluation of written activities, micro-teaching, and reteaching segments.

Part 4 of Series: **Educourse I: Attending Behavior: Skills for Teachers of Exceptional Children.**

■ DIAGNOSING ARITHMETIC SKILLS

DISTRIBUTOR: Panhandle
COST: $5.35
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Given a list of skills and operations, trainee can match skills to appropriate operations; (2) trainee can correctly administer a diagnostic arithmetic test to 5 pupils; (3) trainee can graphically record test results on a profile chart for each pupil; (4) using the Pupil Profile Diagnostic Chart and skills analysis sheet, trainee can list all skills that need remediation for each pupil; and (5) using practice and reinforcement materials, trainee can instruct two pupils in their deficient categories.

DESCRIPTION: In B-2 Module VI-2 (122 pages), the trainee studies descriptions of skills and directions for using tests and profiles. Trainee also views a slide-tape presentation; works with diagnostic tests in multiplication, addition, subtraction, and division (administers, corrects, and analyzes the tests); and plans remediation techniques for pupils. Included in the module are all necessary reading material, test instructions, copies of tests, profile and analysis sheets, self-tests for trainee, samples of practice and reinforcement materials, and a 6-page bibliography of texts, resource producers, and materials. Filmstrip, "Diagnostic Arithmetic Skills" ($1.50), and audiotape, "Using Diagnostic Arithmetic — Test and Reinforcement Material"

($1.75), are included in module price. Completion time — 15 hours.

EVALUATION: Pre-test is a 5-item, objective, short-answer instrument. Post-tests are for each objective; those for objectives 1-3 are objective self-tests with evaluation and performance criteria specified; post-test for objective 4 requires the trainee to list remediation skills — resource person subjectively evaluates list; post-test for objective 5 is a performance post-test for pupils to see if their scores improved due to remediation techniques.

■ DIAGNOSING IN MATHEMATICS, Robert Arends, John Masla, et al

DISTRIBUTOR: Buffalo T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) To give the intern an opportunity to diagnose pupils in mathematics; (2) to construct, administer, and summarize results from a diagnostic instrument.

DESCRIPTION: The module cluster (10 pages), CMM-102.00 (SCB), contains 8 modules: (1) *Computation;* (2) *Place Value;* (3) *Set Theory;* (4) *Measurement;* (5) *Fractions and Decimals;* (6) *Geometric Shapes and Figures;* (7) *Story Problem-Solving;* and (8) *Final Diagnosis.* The intern is offered numerous alternatives: (1) films, (2) suggested readings, (3) conferences, and (4) intern options.

EVALUATION: Pre-assessment and post-assessment procedures are provided in each module.

■ DIAGNOSING READING ABILITY, Leo A. Cohen

DISTRIBUTOR: Buffalo T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To enable the student to: (1) administer appropriate diagnostic tests; and (2) write a comprehensive summary of the diagnostic findings.

DESCRIPTION: The module cluster (20 pages), TLA-103.00 (SCB), contains seven modules: (1) *Guidelines for Diagnostic Procedures;* (2) *Identifying the Five Diagnostic Levels of Reading Testing;* (3) *Techniques for Gathering Case History Data;* (4) *The Informal Reading Inventory;* (5) *Administration of the Durrell Analysis of Reading Difficulty;* (6) *Evaluation of Selected Commercial Diagnostic Reading Tests by Comparison and Contrast;* and (7) *Guidelines and Forms for Writing a Summary of Diagnostic Findings.* Numerous instructional activities are included: (1) seminars and discussion sessions, (2) audio and videotape, (3) self-instructional materials, (4) demonstration, (5) practice-feedback sessions, (6) suggested readings, and (7) self-designed activities.

EVALUATION: Pre-assessment and post-assessment activities are included within each module.

■ DIAGNOSING READING STRENGTHS: AN INSTRUCTIONAL MODULE

DISTRIBUTOR: Toledo LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can administer a reading diagnostic instrument and analyze the data collected; and (2) using data collected, trainee can designate a teaching strategy in reading and can defend its selection in terms of diagnostic findings.

DESCRIPTION: In this module (23 pages), the trainee observes instructor demonstration of use and administration of a diagnostic instrument, listens to an audio or videotape of a child reading and identifies specific strengths and weaknesses, participates in instructor-led discussion of teaching strategies matched to diagnostic findings, and is directed to refer to one selected text and an article. The trainee administers a diagnostic instrument to an individual child and analyzes data. Included in module are simple diagnostic instruments, worksheets, a reading miscue inventory, and a copy of the article "Do They Read What They Speak?" (No information is given for securing required audio or videotape.)

EVALUATION: No pre-test included. Post-test consists of instructor judgment of trainee's performance in administering diagnostic instrument, analyzing the data, evaluating strengths and weaknesses, and prescribing an appropriate teaching strategy and materials.

■ DIAGNOSING STUDENT DIFFICULTIES, Heather L. Carter

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Competencies in interpretation of student responses. At the end of the module, the participant will be able to: (a) identify possible causes of difficulty given hypothetical problems solved incorrectly by pupils; (b) describe possible causes of difficulty given hypothetical problems solved incorrectly by pupils; and (c) describe possible causes of difficulty given hypothetical problems not solved by students. (2) Competencies in interpretation of test results. At the end of the module, the participant will be able to: (a) describe procedures which can be used to determine pupil's difficulties given summarized achievement scores; (b) describe procedures which can be used to determine pupil's difficulties given individual item analysis; and (c) describe procedures which can be used to determine pupil's difficulties given scores related to behavioral objectives.

DESCRIPTION: This self-paced module (52 pages) contains discussions and activities related to the interpretation of pupil responses on diagnostic tests for mathematics. The user reads and discusses responses to the text in writing. No additional equipment is necessary. Completion time — 1 to 2 hours.

EVALUATION: Pre-assessment is by written test and a discussion of answers follows. No post-assessment of criteria levels are included.

■ DIAGNOSIS — FORMAL AND INFORMAL, William D. Sheldon

DISTRIBUTOR: Allyn & Bacon LEVEL: Elem.
COST: $250.00 AUDIENCE: All

DESCRIPTION: This film shows ways in which the reading ability of pupils can be diagnosed through the use of formal and informal instruments. Actual content of informal diagnostic tests is given; ways these tests are administered, both individually and in small groups, are illustrated. The use of formal tests in diagnosis and in the measurement of reading achievement is shown and discussed. 16mm/color/15 min.

Part of Series: **Understanding The Teaching of Reading.**

■ DIAGNOSIS IN READING, Thomasine Taylor

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) To develop competency in informal reading diagnosis; (2) to determine the reading levels of pupils through the use of an informal reading inventory and a word list test.

DESCRIPTION: The module cluster (5 pages), REA-004.00 (HOU), consists of two modules: (1) *Informal Reading Inventory* and (2) *Word List Test.* The learning alternatives provided include: (1) suggested readings, (2) a practice audiotape, (3) seminar sessions, (4) practice-feedback sessions, and (5) intern-designed activities.

EVALUATION: Both modules have pre-assessment and post-assessment procedures. The first calls for the intern to find the

instructional and independent reading levels of children from a recorded administration of an informal reading inventory. The second requires the intern to administer a word list test to at least 3 children and to present an accurate diagnosis.

■ DIAGNOSIS IN TEACHING MATHEMATICS, Evelyn J. Sowell

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To develop the intern's competence to diagnose the mathematics abilities of elementary school children. More specifically, the intern will be able to construct, administer, score, and interpret various diagnostic procedures.

DESCRIPTION: The module cluster (10 pages), MAT-002.00 (HOU), consists of 6 modules: (1) *Interpreting Test Results;* (2) *Identifying Affective Pupil Behavior;* (3) *Measuring Pupil Interest;* (4) *Measuring Pupil Achievement;* (5) *Administering and Scoring Diagnostic Instruments;* and (6) *Evaluating Diagnostic Results.* Each of these modules contains a number of learning alternatives; these include: (1) recommended readings, (2) small group meetings, (3) practice-feedback sessions, (4) seminar sessions, and (5) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment activities are provided for each module; these include: (1) the preparation of written reports, (2) the construction of a pupil interest measure, and (3) the construction, administration and interpretation of results obtained from a diagnostic instrument.

■ DIAGNOSIS/PRESCRIPTION LEARNING PACKAGE, D. W. Fraser

DISTRIBUTOR: WWSC LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines diagnosis and prescription; (2) identifies diagnostic and prescriptive phenomena contained within printed context and context of live classroom; and (3) diagnoses and prescribes instruction for hypothetical and live student.

DESCRIPTION: Module #18 (11 pages) includes performance criterion for each of the objectives. Included are brief narratives, printed case studies for cognitive and affective domains, and a checklist for use in evaluating diagnostic/prescriptive performance. Completion time — 5 hours.

EVALUATION: No pre-test or post-test. One performance is self-graded material. An evaluation checklist for the demonstration competencies is included.

■ DIAGNOSIS-PRESCRIPTION SYSTEM FOR STAFF DEVELOPMENT

DISTRIBUTOR: Panhandle LEVEL: All
COST: $1.35 AUDIENCE: Adm., Super.

OBJECTIVES: (1) Trainee can describe the sequence of pre-observation activities and the essential features of the planning interview; (2) trainee can describe the sequence of observation events and adequately complete Teacher Observation Performance Scale of a classroom presentation; (3) trainee can adequately complete a Prescription Scale based on Teacher Observation Performance Scale (TOPS), determining which training modules are appropriate; and (4) trainee can describe the sequence and purpose of post-observation events and the essential features of post-observation interviews.

DESCRIPTION: In B-2 Module VII-2 (97 pages), the trainee studies assigned readings, views and critiques videotaped recordings of interviews and lesson segments, and completes self-study questions. The module is self-instructional, and the trainee works with observation and interview techniques (Teacher Observation Performance Scale) but does not apply the techniques in real situations. Included in the module are all required readings (also interview appointment forms, checklists for interviews, description of observation scales), self-study questions, a workshop assessment form on the diagnosis-prescription system, and descriptions of Teacher Training Modules (B-2). Videotapes are available on loan and may be ordered from Panhandle. Completion time — 8 hours.

EVALUATION: No pre-test included. Post-tests are given for each specific objective and are self-evaluated according to objective evaluative criteria.

■ DICTIONARY SKILLS

DISTRIBUTOR: WILKIT LEVEL: Elem., Mid.
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate comprehension of dictionary skills in writing; and (2) write and implement lesson plans on dictionary skills with a group of peers.

DESCRIPTION: Learning experiences in WILKIT #33 (10 pages) include reading textbook, writing lesson plans, conferring with advisor, and peer teaching from lesson plans that are developed. Materials utilized but not included in this WILKIT are books by Anderson, Bond & Wagner, Durkin, Durrell, Gray, and Heilman. Included materials are a sample lesson plan and peer teaching critique sheets. Completion time — 4-7 hours.

EVALUATION: A self-test is provided. Proficiency assessment includes a written examination and faculty conference.

■ DIFFERENTIATED STAFFING, Wilford A. Weber

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern acquire the understanding and skills which would allow him to be an effective member of a differentiated staff. The intern will: (1) describe at least 3 patterns of differentiated staffing, their purposes, their benefits, their operational procedures, and staff responsibilities; (2) describe and defend a pattern perceived as ideal for his school; and (3) depending upon the nature of his school setting — participate as a member of a differentiated staff for at least one week, describe his responsibilities, and evaluate his performance; or observe a member of a differentiated staff for at least one day, describe that person's responsibilities, and evaluate that person's performance.

DESCRIPTION: The module (4 pages), GEN-007.00 (HOU), provides several learning alternatives intended to assist the intern. These include: (1) recommended readings, (2) a slide-tape presentation, (3) direct observation, (4) guided practice teaching, and (5) intern-designed option.

EVALUATION: The pre-assessment and post-assessment consist of two parts: (1) in order to demonstrate competency relevant to the cognitive objectives, the intern prepares a paper or series of papers to be judged by the instructor; and (2) in order to demonstrate competency relevant to the performance objective, the intern prepares a report on his participation or observation to be judged by the team leader.

■ DIFFERENTIATED TEACHING STAFF, Dwight Allen

DISTRIBUTOR: EdC LEVEL: All
COST: $250.00 AUDIENCE: All

DESCRIPTION: Dwight Allen proposes differentiated teaching responsibilities and differentiated compensation schedules as a means of coping with some of today's educational problems. He presents a model differentiated staffing program pointing out the advantages and difficulties of such a program, as well as the implications for modification of the total school inherent in any differentiated staffing plan. 16mm/color/30 min.

■ DISCIPLINE IN THE CLASSROOM, Eva Baker

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #15 describes a translation of operant methods to problems of classroom control. The viewer learns to describe the basic rules of contingency management, to identify instances when operant methods are being used, and to write solutions to common classroom behavior problems according to a reinforcement paradigm. Instructor's manual is included. Completion time — 30 min.

■ DISCUSSING CONTROVERSIAL ISSUES

DISTRIBUTOR: Far West Lab.
COST: Consult Distributor
LEVEL: Mid., High
AUDIENCE: Tea.

OBJECTIVES: To provide training to both teachers and students in how to deal with controversial issues effectively. In Lesson 1 the teacher learns to take the role of discussion moderator and to promote dialogue between students. The objective of Lesson 2 is to promote discussion continuity and careful listening. The objective of Lesson 3 is to increase students' skill in probing for evidence and understanding of others' position on an issue. In the final lesson, teachers and students learn how to evaluate what happened in the discussion.

DESCRIPTION: The program lasts about 4 weeks and consists of 5 instructional videotapes, a student handbook, teacher handbook, and coordinator handbook. In each lesson, the teacher and students acquire several discussion skills by studying course materials, then selecting a controversial issue and conducting 2 discussions in which they practice the skills. Feedback is obtained using self-evaluation forms and video or audio recordings.

EVALUATION: One evaluation study involving 60 teachers and about 1500 students has been completed. With a few exceptions, comparison of pre- and post-training tapes of class discussions revealed favorable gains for most of the skills taught in the course.

■ DISPLAY AND PRESENTATION BOARDS, William Schmidt

DISTRIBUTOR: IFB
COST: $185.00
RENTAL: $10.00
LEVEL: All
AUDIENCE: Tea., Lib.

OBJECTIVES: Explores the nature and potential of six different display and presentation boards which can be used in a variety of teaching and learning situations at all levels.

DESCRIPTION: Film examines six types of display and presentation boards: felt, hook and loop, magnetic, peg, electric, and combination. The characteristics of each type are shown, methods for making them locally are illustrated, and a number of uses for each are suggested. Provides a compact, practical look at display and presentation boards which can be used at all levels and in a variety of situations. 16mm/color/15 min.

■ DISTRIBUTIVE EDUCATION SERIES, Kenneth Hoffman

DISTRIBUTOR: IFB
COST: $75.00 Total; $16.00 Ea.
LEVEL: All
AUDIENCE: Tea., DE Tea.

OBJECTIVES: Present overview of careers in marketing — focusing on wholesale and retail distribution, sale checks, newspaper advertising, displaying merchandise, and procedures used when merchandise is received by retailer.

DESCRIPTION: Five filmstrips, each with 33-1/3 record with audible and inaudible signals, and manuals. (1) "Marketing Careers" (60 frames, color, 14 minutes) presents picture of types of people employed by retail stores, including qualifications for positions, opportunity for advancement, and explanations of store policies, such as part-time employment. (2) "Sales Clerk Procedures" (58 frames, color, 16 minutes) presents simple explanation of sales check and how it is completed, the reasons for copies and where they go, and how the information is recorded and used in a sale. (3) "Newspaper Advertising" (57 frames, color, 8 minutes) introduces main types of advertising media and focuses attention on the classified ad and display advertising sections of newspaper utilizing headline, illustrations, copy, and standing detail. (4) "Point of Purchase Display" (51 frames, color, 8 minutes) outlines the 7 basic elements of an interior or point of purchase display including balance, harmony, proportion, color, construction, lighting, and theme. (5) "Receiving, Checking, and Marking Merchandise" (58 frames, color, 8 minutes) introduces various methods of unloading, unpacking, and marking prices. Explains the methods of checking merchandise against purchase orders and suppliers' invoices.

■ DIVERSITY, Peter D. Dow

DISTRIBUTOR: Educational Development Center
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: The major concept developed in these materials is Diversity. Diversity is defined as: the differences among members of a classroom group (teachers and students) with regard to abilities, skills, points-of-view, interests, experiences, perceptions, and roles in discussion. This is a series of films based on sociological concepts which view the classroom as a learning community. The principle unit of analysis is the group and the diversity within it. The primary purpose of the conceptual structure of these units are to examine the process of learning within a social context and to stress the contributions that individuals within a group make to the group in terms of what is learned. Learner outcomes expected are the abilities to use the concepts effectively in discussion and to relate them to new materials. By the end of the course, students should show a substantial change in their ability to analyze the contributions of individual members and the process of learning in a social group. Materials consist of 5 films shot on location in unstructured classrooms and are approximately 2 hours in length. They were developed as part of a USOE-funded protocol materials project. Five 16mm films/b&w/10 to 20 min. each.

EVALUATION: Procedures include pre- and post-tests, periodic checklists for instructors and students, and selected individual interviews. Criteria for measurement are based on the behavioral changes demonstrated by students during the series as measured in the pre- and post-tests. Attitude change is explored through the use of semantic, differential measures, as well as with more subjective evaluation stemming from the individual interviews.

■ DIVISION AS THE INVERSE OF MULTIPLICATION

DISTRIBUTOR: SRA
COST: $150.00
LEVEL: Elem., Mid.
AUDIENCE Tea.

DESCRIPTION: This film demonstrates how to teach division in modern math terms. It shows unrehearsed classroom sessions in which children of average ability are introduced to the new math concepts. 16mm/color/30 min.
Part of Series: Modern Mathematics in the Elementary Classroom.

■ DIVISION — MEANING AND PROCESS, E. Glenadine Gibb, Julienne K. Pendleton

DISTRIBUTOR: R&D—Tex
COST: $1.25
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The user will be able to: (1) demonstrate knowledge for teaching division by: (a) identifying objectives which develop meaning for division and (b) identifying objectives of exercises which make use of division algorithms; (2) given a set of objectives for developing division concepts,

identify and construct learning opportunities for obtaining these objectives; (3) given a set of such learning opportunities, identify the related objectives; and (4) diagnose student difficulties by: (a) constructing assessment items for stated objectives, (b) identifying sources of error (unattained objectives), and (c) designing activities to correct sources of error.

DESCRIPTION: This self-paced module (69 pages) contains four sections. The first provides self-diagnostic activities which enable the user to determine which instructional tasks to undertake. In the second section, the student works individually through instructional sequences with tasks related to the meaning and process of division, learning opportunities, instructional objectives, and assessment. The third section is a competency appraisal which is followed by a discussion of instructional planning. No additional equipment is necessary. An instructor's guide is under development, but not available at this time. Completion time 1 to 2 hours.

EVALUATION: The module contains a pre-assessment and post-assessment by means of written tests. The module has been through one developmental field test with subsequent revisions.

Part of Series: **The Teaching of Mathematics.**

■ DIVISION OF FRACTIONAL NUMBERS

DISTRIBUTOR: SRA LEVEL: Elem, Mid.
COST: $135.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how to teach fractions in modern math terms. The film shows unrehearsed classroom sessions in which children of average ability are introduced to the new math concepts. 16mm/color/30 min.

Part of Series: **Modern Mathematics in the Elementary Class-Room.**

■ DIVERGENT THINKING

DISTRIBUTOR: Far West Lab. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To train teachers in methods of stimulating divergent thinking by students.

DESCRIPTION: The main technique used in Minicourse 20 is brainstorming, which establishes an open atmosphere in which evaluation is deferred and the student is encouraged to think of many original answers to divergent questions. Several techniques for reducing teacher talk (such as not repeating student answers) are taught. Techniques for stimulating divergence during brainstroming are included, such as thinking of many categories of answers. Different types of divergent questions are introduced, dealing with problems, causes, and consequences. Students learn to brainstorm in small groups without the teacher. Finally, a follow-up to brainstorming is taught — evaluation of brainstorming problem solutions using criteria. The course consists of 4 lessons; each includes an instructional videotape and handbook chapter which includes exercises and micro-teaching materials. For each lesson, the teacher views a demonstration of several skills on videotape, reads about them, and tapes a 15-minute micro-teach session with a group of students. On the basis of his evaluation of the session, he plans and tapes a reteach lesson. A Coordinator's Handbook and orientation tape are also provided.

EVALUATION: This product is currently being field tested.

■ DRAMATIC PLAY — AN INTEGRATIVE PROCESS FOR LEARNING

DISTRIBUTOR: Campus Film LEVEL: E.Ch.
COST: $215.00 AUDIENCE: Tea.
RENTAL: $20.00

DESCRIPTION: This film presents the intellectual, social, and emotional learnings derived from dramatic play. Through live action, dialogue, and narration, it demonstrates these learnings, the strategies used by children in dealing with individuals and materials, and the role of the teacher in integrating the process. 16mm/color/32 min.

Part III of Series: **Early Childhood Teacher Training Film**

■ DREAM TO LEARN

DISTRIBUTOR: Columbia LEVEL: E. Ch., Elem.
COST: $196.00 AUDIENCE: Tea.

DESCRIPTION: Austin Lamont, a film-maker, spent the summer of 1966 photographing a cultural enrichment program for Negro youngsters grades 1-6 in the Roxbury District of Boston. Although the children came from varied socio-economic backgrounds, they had two things in common — ignorance of their heritage and hesitancy about their own status as Americans. The aim of this program was to give these children a new awareness of themselves as Negroes and Americans through academic subjects, creative workshops, and recreational excursions. The purposes of this film are to illustrate the widespread need for this type of education and to indicate one approach that was successful. 16mm/b&w/28 min.

■ DRUG ABUSE: EVERYBODY'S HANG-UP, Smith, Kline, and French

DISTRIBUTOR: NEA LEVEL: All
COST: $90.00 AUDIENCE: All

DESCRIPTION: Applicable for parent or teacher groups, this film presents the problem of drug abuse as a concern for everyone. It considers who the abuser is, what reasons he might have, and the ideas which are influencing him. Emphasized most strongly is the critical need for open dialogue and for listening and sharing ideas by each generation and by persons in contact with the young. This film provides a useful springboard for further discussion. 16mm/color/12 min.

■ DRY MOUNTING: BASIC TECHNIQUES

DISTRIBUTOR: Iowa LEVEL: All
COST: $50.00 AUDIENCE: Tea.
RENTAL: $2.40

DESCRIPTION: This film shows the basic techniques and instruments used in the step-by-step process of dry mounting preparation. The use of materials and their educational purposes are also demonstrated. 16mm/color/5 min.

Part of Series: **Dry Mounting.**

■ DRY MOUNTING: CLOTH BACKING

DISTRIBUTOR: Iowa LEVEL: All
COST: $50.00 AUDIENCE: Tea.
RENTAL: $2.40

DESCRIPTION: This film shows what cloth backing is and how it can be used in dry mounting. Various ways of preparation, presentation, and preservation of instructional materials are also shown. 16mm/color/5 min.

Part of Series: **Dry Mounting.**

■ DRY MOUNTING: DISPLAY AND USE

DISTRIBUTOR: Iowa LEVEL: All
COST: $50.00 AUDIENCE: Tea.

DESCRIPTION: This film illustrates various classroom uses of instructional materials prepared with the dry mounting process. Demonstration of various displays are provided in step-by-step presentation. 16mm/color/5 min.

Part of Series: **Dry Mounting**

■ DRY MOUNTING: SPECIAL TECHNIQUES

DISTRIBUTOR: Iowa
COST: $50.00
RENTAL: $2.40
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film illustrates special applications and processes utilizing a variety of dry mounting materials and techniques. Special uses of dry mounted materials are provided for classroom instruction. 16mm/color/5 min.
Part of Series: Dry Mounting.

■ DRY MOUNTING: LAMINATING AND LIFTING

DISTRIBUTOR: Iowa
COST: $50.00
RENTAL: $2.40
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film presents the concept of laminating and its uses in the classroom. The process of laminating and lifting is demonstrated in step-by-step presentation and various uses of materials as instructional tools are provided. 16mm/color/5 min.
Part of Series: Dry Mounting.

■ DRY MOUNTING: USING IDEAS

DISTRIBUTOR: Iowa
COST: $50.00
RENTAL: $2.40
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film demonstrates ways materials may be used in the classroom after they have been prepared through dry mounting. Instructional strategies and uses for the materials and tools for display are shown. 16mm/color/5 min.
Part of Series: Dry Mounting.

E

■ EARLY CHILDHOOD EDUCATION LEARNING SYSTEM: BILINGUAL EARLY CHILDHOOD PROGRAM AND BILINGUAL KINDERGARTEN PROGRAM

DISTRIBUTOR: SED Lab.
COST: Consult Distributor
LEVEL: E. Ch.
AUDIENCE: Tea.,Adm.,Sub-Prof.,Super.

OBJECTIVES: The goal is to familiarize teachers and teacher assistants with the curriculum, instructional materials, classroom organization, and teaching strategies of this program. The objectives of the programs themselves are to provide economically disadvantaged and culturally different children with: (1) a positive feeling for their ethnic and linguistic heritage; and (2) sensory-perceptual, cognitive, and language skills.

DESCRIPTION: These programs are for 3 through 5 years old (Bilingual Early Childhood) and for 5 years old (Bilingual Kindergarten). Staff development is self-contained and run by a site supervisor who has undergone three weeks of training at S.E.D.L. The teachers and assistant teachers have a full five day training period which includes reading manuals and viewing tapes dealing with the program (about one-third of the training time). The remainder of the pre-service involves work in small flexible groups, practice teaching, strategies in peer-group sessions, lesson preparation, scheduling, classroom organization, and discussion of teaching roles and parent involvement. Also included in the training package is a manual for administrators. Continuous in-service involves two hours per week with the supervisor determining content relevant to the needs of the teachers. Supplemental manuals concerned with such topics as individualized instruction, reteaching, and diagnosis of learning difficulties are discussed. Completion time — 5 days.

EVALUATION: Evaluation of the content of the teaching manuals is provided by means of paper and pencil tests. Observation of classroom instruction by the site supervisor is encouraged.

■ EARLY ELEMENTARY LEARNING SYSTEM: A SOCIAL MULTICULTURAL EDUCATION

DISTRIBUTOR: SED Lab
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The goal of the staff development material is to orient the teacher to the Social Education curriculum developed by this Laboratory. The objectives of the program itself are for the child to: (1) gain the social studies concepts involved in the units; (2) establish a good self-concept; (3) gain acceptance of others, especially those of other ethnic groups; and (4) move from concrete to abstract thinking.

DESCRIPTION: The Social Education project involves first through third grade, and includes 56 units chosen from social science disciplines. Its unique features are: (1) reading is not required for understanding; and (2) it has been designed for the specific population of Blacks, Mexican-Americans, and children from low socio-economic areas. The staff development component includes a self-contained package used by a teacher trainer. Filmstrip/tape presentations and actual curriculum materials provide an orientation to the instructional method and materials used. Role-playing of a teaching session is done by participants in small groups. Question and answer periods are provided. Also included are a leaflet for administrator orientation, the teacher's manual, and a training session instructor's manual. Completion time — 3 hours.

EVALUATION: No evaluation of participants is included. This program has been field tested with 10,000 children over a four year period with continuous revision. Evaluation of the training occurs using a participant questionnaire.

■ EDPLAN

DISTRIBUTOR: Abt
COST: Consult Distributor
LEVEL: Col., Adult
AUDIENCE: Tea., Adm.

OBJECTIVES: Demonstrate understanding of political process and educational issues through decision-making in educational planning.

DESCRIPTION: This simulation game, designed for 29—36 participants, is an educational system planning game intended to demonstrate the major issues of educational planning and to provide awareness of alternative plans, costs, and benefits. Participants are assigned roles and membership in one of 5 groups. Each participant's role has a degree of influence in his group/community according to the number of votes allotted the role. Players express and exchange views on the educational system with other members in the group and use their influence in attempting to get the school board and city council to pass a budget incorporating items they feel are necessary. Election of school board members and city council members is made at the end of the game. If board and council members retain their positions at the end of the game or if participants were able to influence the final disposition of the budget, they are considered game winners. Game materials consist of: teacher manual with game rules, rationale, objectives, play sequence criteria for winning and losing, copies of the rules and the scenario for the players, and 36 role profiles

with lists of possible programs. Completion time—2 hours minimum.
EVALUATION: Final voting and final budget disposition.

■ EDUCATING THE DISADVANTAGED, John Dill

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea., Spec. Ed.

DESCRIPTION: Three videotapes (30 min. each) probe many of the prevailing theories regarding the disadvantaged child. (1) "The Disadvantaged Child" discusses characteristics of the disadvantaged child, verbal and intellectual stimulation, symbolism, and problems encountered when the disadvantaged enters the educational system. (2) "Research on the Disadvantaged" presents an overview of the psychological and educational research in intelligence, language development, and self-concept as related to the disadvantaged child. (3) "Problems and Practices for the Disadvantaged" examines past and present governmental programs and offers a prognosis of possible future programs.

■ EDUCATION AND THE MEXICAN-AMERICAN, PART I AND PART II

DISTRIBUTOR: U. of CAlif. EMC
COST: Consult Distributor
LEVEL: High
AUDIENCE: All

DESCRIPTION: These two films present documentation and partial analysis of the March, 1968, Mexican-American school walkout in Los Angeles, California. Part I records actions, attitudes and responses of students, teachers, parents, and community leaders who figured in the walkout and resulting involvements and activities. Part II is a panel consisting of 4 members, 2 from the Anglo community and 2 spokesmen from the Mexican-American community. The discussion focuses on an analysis of the issues surrounding the walkout and strategies of change to be employed for resolving problems presently and in the future. 16mm/b&w/each film — 30 min.

■ EDUCATIONAL GAMING

DISTRIBUTOR: U. of Calif. EMC
LEVEL: All
AUDIENCE: Tea.
COST: $360.00
RENTAL: $25.00

DESCRIPTION: The film shows a TV discussion with two educational gaming experts whose object has been to produce classroom games not merely educational, but motivational beyond the simulated world of the game. An actual game, Manchester, is discussed, as well as the ramifications such games will have in teaching and the change this portends in teacher-student relationships. 16mm/b&w/59 min.

■ EDUCATIONAL MEDIA

DISTRIBUTOR: NEA-ACT
COST: $10.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: To bring teachers up to date on the contributions that media can make in the classroom, this filmstrip surveys the kinds of media now available. It discusses considerations involved in selecting specific media and testing the use of media. Media types which best lend themselves to conveying attitudes, information, or skills are discussed, as are factors in the school which can support an effective environment for using educational media. Booklet and film guide accompany this filmstrip. Additional copies of the booklet, Educational Media, may be purchased at $.35 each. 16 min.
Part of Series: What Research Says to the Teacher.

■ EDUCATIONAL OBJECTIVES, W. James Popham

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #1 assists in developing precisely stated instructional goals. At its conclusion viewers are able to: (1) distinguish between behaviorally and non-behaviorally stated instructional objectives, and (2) convert non-behavioral objectives to a form specifying student post-instruction behavior. Instructor's manual is included. Completion time — 30 min.

■ EDUCATIONAL PROJECT MANAGEMENT INSTRUCTIONAL SYSTEM

DISTRIBUTOR: R for B.S.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Adm., Proj. Mgrs., Proj. Sup. Per.

OBJECTIVES: (1) Orient local school district executives and board members in concepts and techniques of project management; and (2) provide concepts, principles, and skills in project management to actual and potential project managers in local school districts.

DESCRIPTION: This system is made up of 9 individualized/self-contained modules which employ active student involvement in the learning process through mediated presentations, student exercises, and real world simulation experiences. Each module contains written materials, as well as slide and cassette-tape presentations, and deals with the different aspects of project management. Each module is composed of a set of interrelated lessons; each lesson includes an instructional notebook, a set of slides, and an audiotape. The notebook material incorporates student management instructions, student-oriented objectives, content outline, pre- and post-test, diagnostic and prescriptive sections, content script, exercises, and quality control instruments. The trainee begins at his own entry level of competency and progresses at his own rate, utilizing the self-administered tests as a guide. For each lesson, he has alternative options from which to choose. Materials can be used either individually or in groups. Completion time — 128 hours.

EVALUATION: Evaluation of the participants is in the form of written pre- and post-tests for each lesson. The first two modules are currently being field tested.

■ EDUCATIONAL RESEARCH AND THE CLASSROOM TEACHER

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: All

OBJECTIVES: (1) Demonstrate knowledge of procedures for locating research studies; (2) demonstrate comprehension of basic research terminology; and (3) apply evaluation criteria for research studies.

DESCRIPTION: WILKIT #11 (22 pages) is intended to help teachers become more efficient in reading research studies and gain a basic understanding of proper research procedures. Materials include sheets on Locating Research Literature, Definition of Basic Research Terms, and Criteria for Evaluating Research Studies; two cases (studies the user is to evaluate); and a self-test. Learning experiences involve: locating experimental studies done on problems of personal interest to the user and examining them with the help of the above guides; evaluating research studies in 2 seminars; and summarizing a research article with description of how findings could be incorporated into teaching. Completion time — 10-15 hours.

EVALUATION: Self-test is provided as a review of material. Proficiency assessment consists of a written examination.

■ EDUCATIONAL TESTING AND MEASUREMENT

DISTRIBUTOR: Doane College LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate: (1) understanding of concepts of norm-referenced and criterion-referenced approach to evaluation; (2) understanding of standardized testing; (3) understanding of and ability in the preparation of teacher-made tests; (4) understanding of the general areas of intelligence and intelligence testing.

DESCRIPTION: Depth Packet #4 (14 pages) provides the student with a list of suggested selections and enclosed articles to be read. The student then discusses various aspects of testing: specific types of tests, concepts used in testing, testing situations such as norm-referenced and criterion-referenced, grading and reporting systems, relationship of test scores and pupil academic performance, and teacher-made tests. The student also prepares a position statement related to 4 areas of intelligence and intelligence testing and participates in a small group seminar for discussion of various concepts. Completion time — 10-12 hours.

■ EFFECTIVE LEADERSHIP

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
AUDIENCE: All
COST: $160.00
RENTAL: $12.00

DESCRIPTION: Robert Tannenbaum, behavioral scientist, lectures on the characteristics of effective leadership. Relationships that threaten, embarrass or cause anxiety due to misunderstanding have to be met by effective responses. An effective leader must possess social sensitivity and action flexibility. The only tool a person can use in a leadership role is himself, and considerable personal learning and development is the principal way to effective leadership. 16mm/b&w/32 min.

Part of Series: **Management Development.**

■ EFFECTIVE QUESTIONING — ELEMENTARY LEVEL

DISTRIBUTOR: Macmillian LEVEL: Elem., Mid.
COST: $1485.00 AUDIENCE: Tea.
RENTAL: $210.00

OBJECTIVES: To train teachers in techniques of effective questioning.

DESCRIPTION: Minicourse 1 is a self-contained, self-evaluative in-service (or pre-service) teacher-training package that includes 11 color films (instructional and model), teacher handbook (including follow-up activities), and coordinator handbook with a research volume. This Minicourse provides an opportunity for any teacher or trainee to learn such skills as probing, prompting, refocusing, redirection, pausing, asking higher-cognitive questions, etc., and to eradicate such negative behaviors as repeating pupil answers or answering one's own questions. Through use of videotape feedback, the trainee gets prompt reinforcement in a non-threatening atmosphere. Completion time — 15 hours.

EVALUATION: Rigorous field-testing over a 2 year period, plus replication studies, indicate the Minicourse is highly effective in reducing teacher talk and increasing pupil participation in discussion lessons.

■ EFFECTIVE QUESTIONING TECHNIQUES FOR HIGH SCHOOL DISCUSSIONS

DISTRIBUTOR: Far West Lab. LEVEL: High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Because discussions are an integral part of high school teaching and because good questions are the basis for an effective discussion, this course is being developed to train teachers in question types and questioning techniques. The course is intended to help teachers increase student participation in a discussion, ask more questions on the higher-cognitive level, and to improve the quality of student answers.

DESCRIPTION: The revised course will consist of a teacher handbook and one or two instructional videotapes. After studying these materials for each lesson, the teacher will conduct class discussions in order to practice specific skills of questioning.

EVALUATION: The course has been evaluated several times. Results show it accomplishes some but not all its objectives. Revision of materials is currently being made on basis of these results.

■ EIGHT BASIC TEACHING SKILLS, Katherine Carroll, Eloise Haug and George Mehrens

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines operational meaning as it relates to preparation skills, interaction leadership skills, and evaluation skills; (2) cites examples of each teaching skill on WWSC observation form; and (3) demonstrates operational meaning of the eight basic teaching skills, by constructing and executing lesson plan to the satisfaction of field supervisor.

DESCRIPTION: Module #19 (6 pages) contains activities for each objective drawing from **Student Teaching Manual** (not provided or described). Student demonstrates competencies in three of eight unnamed teaching skills. Completion time — 5 hours.

EVALUATION: Pre-test is written exam with evaluation by instructor requiring 80% proficiency. Successful completion moves participant to application task at end of module. No post-test. Criteria for performance criterion not included.

■ ELECTRICAL CIRCUITS & PERSONALIZED VIDEOTAPE FEEDBACK, Gene E. Hall

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: $.75 AUDIENCE: Tea.

OBJECTIVES: The learner will be able to: (1) demonstrate knowledge of basic electrical circuits by naming the components, constructing circuit patterns, and describing wiring patterns for mystery boxes or circuit boards; (2) construct a written plan for teaching electrical circuits and demonstrate this in a low ratio teaching situation; (3) describe feelings and observations while preparing, teaching and watching the videotape of the lesson; and (4) describe alternate teaching behaviors he could or should have employed and nature of the next instructional steps.

DESCRIPTION: This instructor's manual (21 pages) emphasizes three areas: science content, the teaching act, and personalization. First, teachers learn the science content (simple electrical circuits and practice in the process skills of observing and inferring). Next, the teachers are given behavioral objectives to prepare and teach a lesson on electricity to 2 children (which is videotaped). Last, the teacher views the tape with the instructor and a counselor, and they discuss feelings, observations, content, and behaviors involved in the act of teaching. A list of necessary science equipment is provided. In addition, this activity requires two hand-outs describing the course content, objectives, and audio or videotape equipment. It is also necessary to arrange for two children for each participant to teach. Completion time — 4 to 5 hours.

EVALUATION: The videotaped teaching experience is an assessment of science teaching abilities, as well as an opportunity to give the teacher guidance in focusing on his feelings and behavior. No criteria levels are stated.

■ ELECTRON BEAM TUBE

DISTRIBUTOR: Holt, R, W — LEVEL: High
COST: $83.00 — AUDIENCE: Tea.

OBJECTIVES: Demonstrate how to assemble and use electron beam tube using Project Physics program.

DESCRIPTION: In a Project Physics film, one teacher shows another how to assemble and use an electron beam tube that students can put together utilizing either a pair of pliers or wire cutters. Experiments, such as the construction of a triode, that can be done with the same kit of parts are described. 16mm/b&w/19½ min.

■ ELEMENTARY READING INSTRUCTION-TEACHING IMPLICATIONS

DISTRIBUTOR: U. of Pacific-T.C. — LEVEL: E.Ch., Elem.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: The purposes of the module cluster are: (1) to give the intern insight into the reading process; (2) to develop his ability to teach readiness skills; (3) to help him become able to teach the basic skills of reading; (4) to enable him to use global, atomistic, and eclectic approaches in teaching beginning reading; and (5) to aid him in becoming skillful in reading diagnosis and prescription. In all, the module cluster contains 46 behavioral objectives.

DESCRIPTION: The module cluster (141 pages), TLA-001.00 (UOP), contains 7 modules: (1) *The Reading Process: An Introduction;* (2) *Reading Readiness: Concepts and Programs;* (3) *Basic Skills in Reading;* (4) *Global Approaches/Beginning Reading;* (5) *Atomistic Approaches/Beginning Reading;* (6) *Eclectic Approaches/Beginning Reading;* and (7) *Classroom Diagnosis/Prescription.* In addition to the module descriptions presented, the materials include extensive supplementary material including pre-assessment and post-assessment forms. The modules call for a very wide variety of learning experiences; these include: (1) recommended readings, (2) lecture and seminar sessions, (3) independent study activities, (4) films, (5) practice-feedback sessions, (6) direct observation, and (7) intern-designed options.

EVALUATION: Pre-assessment and post-assessment procedures are provided for in each of the 7 modules.

■ ELEMENTARY SCIENCE INFORMATION UNIT

DISTRIBUTOR: Far West Lab. — LEVEL: Elem., Mid.
COST: Consult Distributor — AUDIENCE: Tea.

DESCRIPTION: This information pac provides description and review of 7 science programs through programmed booklets, audiotapes, and filmstrips. The booklets provide introductions and instructions for each program and cover such topics as goals, content, classroom activities, implementation requirements, and available evaluation data. Filmstrips and audiotapes show classroom scenes, introduce the individual programs, summarize recent trends in elementary science education, and highlight the major features of each program. The following are included in the information unit: (1) **Conceptually Oriented Program in Elementary Science (COPES)** — a general science program focusing on five major conceptual schemes in science; (2) **Elementary Science Study (ESS)** — a physical and life science curriculum; (3) **Inquiry Development Program in Physical Science (IDP)** — a physical science program which emphasizes the process of inquiry; (4) **Minnesota Mathematics and Science Teaching Project (Minnemast)** — an integrated science and mathematics program; (5) **Science — A Process Approach (S-APA)** — a general science program focusing on scientific process; and (6) **Science Curriculum Improvement Study (SCIS)** — program which emphasizes concepts and processes of investigation in both physical and life sciences.

■ ELEMENTARY SCIENCE METHODS, Sue Hall and Gary Kniecik

DISTRIBUTOR: Stevens Point T.C. — LEVEL: Elem., Mid.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: These modules give special emphasis to helping the intern: (1) identify past and present methods of teaching science; (2) develop science lesson plans and units of elementary science study using the Inquiry Approach; (3) develop skills in using and making science equipment; and (4) identify the needs of children in learning science concepts.

DESCRIPTION: The component is composed of 6 modules: (1) *The Role of Science in the Elementary School;* (2) *New Directions in Elementary Science Teaching;* (3) *Using Science Process Skills;* (4) *Investigating Children's Learning;* (5) *Constructing Science Equipment;* and (6) *Developing the Science Unit.* Each of the modules contains multiple objectives; generally, instructional activities and assessment procedures are specified. The modules are described in two volumes (64 and 119 pages); many supplementary materials are provided.

EVALUATION: Assessment procedures are provided for most modules. Several call for performance competencies to be demonstrated, while most are cognitive in nature. Many assessment forms are included.

■ ELEMENTARY SCHOOL MATH I

DISTRIBUTOR: WILKIT — LEVEL: Elem., Mid.
COST: $1.50 — AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate ability to analyze Harding's five theories of mathematics instruction; (2) demonstrate knowledge and comprehension of methods and processes appropriate to guiding learning experiences; and (3) develop mathematics methods for at least two activities for the following: (a) set concepts, (b) concepts of numbers, (c) addition, subtraction, multiplication and division of whole and fractional numbers, (d) decimals, (e) ratio, (f) percent, (g) measurement, (h) geometry, and (i) problem solving.

DESCRIPTION: This WILKIT #6 (56 pages) has three main phases. The first, *Comprehension of Five Theories of Mathematics Instruction,* and the second, *Comprehension of Methods and Processes in Elementary School Mathematics,* are developed simultaneously through an introductory seminar; readings from Harding, Westcott & Smith; two videotapes; and accompanying study guides. The third phase, *Developing a Personal Mathematics File,* requires the student to develop 37 activities for math areas listed above. The module utilizes but does not include a rather extensive reference list. Learning experiences and materials included: (1) introductory seminar with faculty advisor and peer group, (2) note-taking guide for videotapes, (3) work sheet for videotapes, (4) list of library references, (5) self-test, "Theories of Mathematics Instruction," (6) self-test, "Methods and Processes in Guiding Mathematics Learning Experiences." Completion time — 25 to 35 hours.

EVALUATION: Self-evaluation: two written self-tests. Proficiency Assessment: written examination and conference with faculty advisor on "Personal Mathematics File."

■ ELEMENTARY SCHOOL MATH II

DISTRIBUTOR: WILKIT — LEVEL: Elem., Mid.
COST: $1.50 — AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrates ability to analyze the methods and processes appropriate to guiding learning experiences of children in mathematics; (2) synthesize the principles of teaching elementary mathematics; (3) demonstrate knowledge of teacher-pupil relationships; and (4) synthesize a mathematics program that facilitates individualized instruction.

DESCRIPTION: WILKIT #9 (35 pages) has three phases: *Comprehension of Methods and Processes in Elementary School Mathematics* is presented through reading and study of material from Grossnickle. In the second phase, the student teaches lesson for videotaping, and plans and teaches two mathematics lessons to a group of pupils in an elementary

school. The third phase, *Developing a Program of Instruction in Mathematics,* is introduced through a filmstrip and additional readings from Grossnickle and Dumas. After study of this material, the student synthesizes a mathematics program that facilitates individualization of instruction and orally presents plan to faculty advisor. Module utilizes but does not include texts by Fehr & Phillips, Grossnickle, et al., Dumas, et al., and a filmstrip which demonstrates one way to design, organize, implement, and evaluate a mathematics program that facilitates individualized instruction. Materials and learning experiences included: (1) peer teaching — scheduled and completed; (2) videotape lesson and critique sheets; (3) classroom observation guide; (4) application for observation-participation experiences; and (5) self-test. Completion time — 25 to 35 hours.

EVALUATION: Proficiency assessment: written examination and conference with faculty advisor to discuss evaluation of videotape lesson, public school classroom experience, and synthesized mathematics program for individualized instruction.

■ ELEMENTARY SCHOOL MATHEMATICS: ADDITION AND SUBTRACTION OF WHOLE NUMBERS

DISTRIBUTOR West Texas LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge and appropriate means of teaching addition and subtraction processes.

DESCRIPTION: I-PAC #32 (16 pages) consists of two parts. In the first the student reads and studies **Teaching Mathematics in the Elementary School** (Collier and Lerch) and **Multiple Methods of Teaching Mathematics in the Elementary School** (D'Augustine) and views two films (these materials not included in pac). The student then completes accompanying worksheets on addition and subtraction of whole numbers and confers with faculty advisor if needed.

EVALUATION: Written examination.

■ ELEMENTARY SCHOOL MATHEMATICS: DECIMALS, RATIO, PROPORTION, PERCENT

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of math content concerning decimals, ratio, proportion, and percent.

DESCRIPTION: I-Pac #35 (20 pages) has two phases. In the first, the student reads and studies from two sources **Teaching Mathematics in the Elementary School** (Collier and Lerch) and **Multiple Methods of Teaching Mathematics in the Elementary School** (D'Augustine). In the second phase, the student completes, with a group of peers, accompanying worksheets on decimals, ratio, proprotion, and percent. Conference with faculty advisor is optional. (Reading texts not included in pac.)

EVALUATION: Written examination.

■ ELEMENTARY SCHOOL MATHEMATICS: GEOMETRY AND MEASUREMENT

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of math content concerning geometry and measurement.

DESCRIPTION: I-Pac #36 (16 pages) has two phases. In the first, the student reads and studies selections from two reading sources, **Teaching Mathematics in the Elementary School** (Collier and Lerch) and **Multiple Methods of Teaching Mathematics in the Elementary School** (D'Augustine) and researches at least 6 non-standard units of measurement. In phase two, the student practices using concrete teaching aids (compass, geoboards, and inch cubes) and completes accompanying worksheets on geometry and measurement materials with a group of peers. Reading sources not included in pac.

EVALUATION: Self-evaluation plus written examination.

■ ELEMENTARY SCHOOL MATHEMATICS: RATIONAL NUMBERS — COMMON FRACTIONS

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea

OBJECTIVES: Demonstrating understanding of math content concerning rational numbers and common fractions.

DESCRIPTION: I-Pac #24 (17 pages) has two parts. In the first, the student reads and studies selections from two sources **Teaching Mathematics in the Elementary School** (Collier and Lerch) and **Multiple Methods of Teaching Mathematics in the Elementary School** (D'Augustine). In the second part, the student completes, with peers, accompanying worksheets on rational numbers-common fractions. Reading texts are not included in pac.

EVALUATION: Written examination.

■ ELEMENTARY SCHOOL READING: BASAL APPROACH TO TEACHING READING

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate understanding of basal reading approach; and (2) demonstrate ability to teach a directed reading lesson.

DESCRIPTION: I-Pac #82 (5 pages) requires student to read selections from recommended texts, view videotape (these materials not included in pac), meet in seminar to discuss reading group procedures, make a survey of available basal texts, and observe and participate in reading program in a public school classroom.

EVALUATION: Written examination and successful completion of written work and lesson demonstration.

■ ELEMENTARY SCHOOL READING: NATURE AND INSTRUCTIONAL IMPLICATIONS FOR READING

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge and understanding of the reading process and methods for successful implementation of reading program.

DESCRIPTION: I-Pac #81 requires student to: read selections from 5 recommended sources (not included in pac); view videotape (not included in pac); meet with faculty advisor to discuss definition, purposes, major tasks, stages, and principles for developing reading; and finally research and review materials for instructional purposes in a reading program.

EVALUATION: Written examination.

■ ELEMENTARY SCHOOL READING: READING READINESS

DISTRIBUTOR: West Texas LEVEL: E.Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Define and describe elements of developing and measuring reading readiness; (2) develop and write a reading readiness lesson plan; and (3) demonstrate ability to implement a reading readiness lesson plan.

DESCRIPTION: I-Pac #80 (10 pages) requires student to familiarize self with reading readiness through reading and studying three text sources, reviewing specimen standardized reading readiness test, viewing videotape (these materials not

included in pac), and participating in seminar discussion. The student observes a kindergarten, surveys materials in Learning Center, prepares a reading readiness lesson and presents it to a group of peers.

EVALUATION: Written examination and conference with faculty advisor on written activities and lesson presentation.

■ ELEMENTARY SCHOOL READING: WORD RECOGNITION SKILLS

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate understanding of word recognition skills; (2) demonstrate understanding of limitation in phonic instructions; and (3) demonstrate ability to teach word recognition skills.

DESCRIPTION: I-Pac #83 requires student to read recommended materials, discuss material in seminar, examine word analysis materials available to student, and view videotape, and films (reading materials, tapes and films not included in pac). The student then prepares an exercise for teaching 3 phonics and related skills and an exercise for teaching each of 3 structural analysis skills. Each lesson is presented to a group of peers.

EVALUATION: Written examination.

■ ELEMENTARY SCHOOL SOCIAL STUDIES — CURRENT AFFAIRS AND CONTROVERSIAL ISSUES

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrates understanding of rationale and approaches to teaching current affairs and controversial issues; and (2) demonstrate ability to teach current affairs and assist students in examination of a controversial issue.

DESCRIPTION: I-Pac #46 (16 pages) requires student to read recommended materials (not included in pac), read and study enclosures, and complete accompanying study guides for reading activities. The student may attend optional seminars based on reading and demonstration of how to help students examine a controversial issue. Finally the student demonstrates ability to teach either a current affairs or controversial issue lesson to a group of elementary school children.

EVALUATION: Written examination and evaluation by project teacher on lesson demonstration.

■ ELEMENTARY SCHOOL SOCIAL STUDIES — INQUIRY

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate competency in using inquiry process.

DESCRIPTION: I-Pac #41 (10 pages) has the student: read **Inquiry in the Social Studies Classroom: A Strategy for Teaching** (Beyer); complete accompanying study guide on the text; and participate in a seminar based on information from the text on the nature, process, and strategies of inquiry. The student may attend/participate in a demonstration seminar on the inquiry process and must demonstrate competency in the inquiry process in a culminating peer teaching session. The reading text is not included in pac.

EVALUATION: By facutly advisor on peer teaching on inquiry.

■ ELEMENTARY SCHOOL SOCIAL STUDIES — MAPS AND GLOBES

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of maps and globes; (2) demonstrate knowledge of teaching skills for maps and globes; and (3) demonstrate ability to teach a map or globe skill.

DESCRIPTION: I-Pac #45 (15 pages) introduces the student to map and globe content and methods through reading recommended resources, viewing a film, completing accompanying study guides, and participating in seminars based on these activities. The student then demonstrates ability in teaching a map or globe concept or skill to a group of elementary school children.

EVALUATION: Written examination and evaluation by project teacher on teaching demonstration.

■ ELEMENTARY SCHOOL SOCIAL STUDIES — SCOPE AND SEQUENCE

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Identify descriptions, general development, and role of social studies in elementary school curriculum; (2) identify the purpose, structure, and scope of social studies in the general curriculum; and (3) identify the social science from which a generalization taught in social studies is derived.

DESCRIPTION: I-Pac #40 (25 pages) has two phases. In the first, the student reads and studies enclosed materials, studies selections from 4 reading sources (not included in pac), and completes enclosed study guides on readings. In phase two, the student examines a social studies program used in the elementary school and participates in a seminar on purposes and design of the social studies curriculum.

EVALUATION: Self-evaluation: written worksheet. Proficiency assessment: written examination.

■ ELEMENTARY SCHOOL SOCIAL STUDIES — THE UNIT APPROACH

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Identify descriptions, implications, strengths and weaknesses of units; (2) classify activities as most appropriate for initiating a unit, developing a unit, or culminating a unit; and (3) identify similarities and differences between resource units and teaching units.

DESCRIPTION: I-Pac #42 (33 pages) introduces unit approach through completion of required reading of resource materials and enclosures, seminar discussions of readings, and completion of study guides on readings. The student then develops a resource unit and a related resource file, then writes and teaches a minimum of 3 lessons on 3 consecutive days.

EVALUATION: Written examination and faculty advisor evaluation of unit development and classroom experience.

■ ELEMENTARY SCHOOL SOCIAL STUDIES — TIME AND CHRONOLOGY

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) List and describe elements of time and chronology; (2) identify levels of development of concepts and skills related to time and chronology; and (3) demonstrate ability to classify learning activities related to time and chronology.

DESCRIPTION: I-Pac #44 (26 pages) has two main parts. The first develops the elements of time and chronology through reading **Future Shock** and discussing the reading in seminar. The student then interviews 3 children concerning time and chronology, reads additional material (reading materials not included in pac), completes accompanying study guides, and participates in seminar on teaching time and chronology.

EVALUATION: Written examination.

■ ELEMENTARY SCHOOL SOCIAL STUDIES — VALUES EDUCATION

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of values and teaching value strategies; and (2) demonstrate ability to apply value strategy.

DESCRIPTION: I-Pac #43 (17 pages) introduces values through student interview with a member of some social group. The student records interview responses, reads resource text (not included in pac), attends and discusses this information in seminars, and completes enclosed study guides. Finally, the student devises a value sheet and demonstrates ability to use a value strategy with a group of children.

EVALUATION: Written examination and faculty advisor evaluation of student-developed value sheet and classroom teaching experience.

■ ELEMENTARY SOCIAL STUDIES INSTRUCTION

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Demonstrate: (1) comprehension of research on direct and indirect teaching strategies; and (2) ability to apply principles of indirect teaching.

DESCRIPTION: WILKIT #54 (22 pages) has two major parts. In the first, the student reads, studies, and discusses enclosed articles and recommended texts; participates in a seminar for discussion and examination of material; and confers with faculty advisor on results of examination. In the second part, the student reads recommended text on planning, designs a social studies lesson plan, utilizes plan in indirect peer teaching, and teaches a lesson to a class of public school students. Module utilizes but does not include materials by Jarolimek & Walsh, Amidon & Flanders, and Kenworthy. Completion time — 20 hours.

EVALUATION: Proficiency assessment by faculty advisor on written examinations and teaching performance.

■ ELICITING ATTENDING BEHAVIORS, Carl E. Hornsby and Doris Bridgeforth

DISTRIBUTOR: Curr. Imp. C
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate skill in discussing and modeling appropriate attending behaviors; (2) demonstrate use of techniques that elicit student examples of attending behaviors; and (3) demonstrate skill in establishing rules for attending behaviors.

DESCRIPTION: This multi-media module (24 pages) develops behavior modification principles of eliciting attending behaviors for teachers of exceptional children. Module introduces and develops concepts through the following student activities: reading specified materials; viewing two instructional model lessons and completing accompanying check lists; planning, teaching, and evaluating 3 micro-teaching segments; planning, teaching, and evaluating 2 reteach lessons with small groups for videotaping; and planning and practicing for total classroom experience in eliciting attending behavior and pupil involvement in establishing rules. Instructional model lessons and videotapes are not included in module. Completion time — 3 days.

EVALUATION: All written work and self-evaluation of micro-teaching and reteaching segments.

Part 2 of Series: **Educourse I: Attending Behavior: Skills for Teaching Exceptional Children.**

■ EMBRYOLOGY OF HUMAN BEHAVIOR, Arnold Gesell

DISTRIBUTOR: IFB
COST: $300.00
RENTAL: $15.00
LEVEL: E. Ch.
AUDIENCE: All

OBJECTIVES: Demonstrate that the physical and psychological make-up of the child is determined by laws of growth by explaining theory and giving examples.

DESCRIPTION: This film takes the premise that the physical and psychological make-up of child is controlled by laws of growth. It extends the concepts of embryology to include the action system of the child as manifested in patterns of behavior both before and after birth. Demonstrates technique of developmental diagnosis by clinical examinations which bring into contrast children at comparable ages. Based on Chapter 2 of Gesell's **Infant Development** available from Greenwood Press Publishers. 16mm/color/28 min.

■ EMERGING EDUCATIONAL PATTERNS FILM SERIES

DISTRIBUTOR: Ed.C.
COST: $125.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: A number of educational patterns and concepts have emerged in the past decade and are now becoming standard experiences in innovative schools across the nation. These experiences form the basis for the films in this series. "Approaches to Individualized Learning" — Objective: the viewer will be able to design an instructional plan that permits each student to learn in ways appropriate to his unique qualities. "Models for Small Group Instruction" — Objective: the teacher will be able to utilize the small group mode of instruction to modify learner behavior in accordance with important educational goals. "Approaches to Large Group Instruction" — Objective: the viewer will recognize the effectiveness of the presentation of large group mode within an instructional plan as a means to produce individual learning. 16mm/color/each film 10 min.

■ EMPHASIS: ART SERIES, Frank Wachowiak and Theodore Ramsey

DISTRIBUTOR: IFB
COST: $15.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Examine art created by children in elementary grades utilizing varied media.

DESCRIPTION: Two filmstrips (85 frames, color, 12 page guide) examine art created by elementary school children. Each element of art has been introduced at the child's level to make art expression more rewarding. Media suggested and shown are crayon, crayon resist, crayon engraving, multicrayon engraving, tempera, tempera batik, collage, linoleum block print, mosaic, murals, and sculpture. Completion time—30 min.

■ ENGLISH AS A SECOND LANGUAGE PACKAGE

DISTRIBUTOR: SCE Lab.
COST: $270.00
LEVEL: All
AUDIENCE: Tea., Sub-prof.

OBJECTIVES: The objective of this package is to instruct teachers in the audio-lingual method of teaching English as a second language.

DESCRIPTION: The **English as a Second Language Package** is designed so that the teacher can relate instruction to the specific needs of his students. Emphasized is the audio-lingual approach — listening and repeating — since this most closely approximates the way the native learns his own language. Materials demonstrate effective, validated methods and techniques of audio-lingual instruction for the teacher to practice. An instructional cycle is outlined to show necessary steps to pro-

gram development. Slide-tape and workbook presentation with 16 mm film showing a sample ESL class is included. Also contained in the package are 30 workbooks. Minimal instruction from a SWCEL trained specialist for adult education teachers and aides in the use of the Package is necessary.

EVALUATION: No evaluation is included. This package was tested during the summer of 1970 with positive results.

■ ENGLISH EDUCATION LEARNING TASKS

DISTRIBUTOR: NUSTEP LEVEL: All
COST: $4.00 AUDIENCE: Tea.

OBJECTIVES: (1) Names titles of current novels and poems appropriate to various levels, reads 10 novels appropriate for adolescence, and demonstrates how a single concept can be demonstrated using more than one novel or poem in classroom; (2) recognizes several areas of language study, collects variety of materials as teaching aids in language, becomes aware of using inquiry approach, and uses linguistics concepts in order to foster discovery skills in pupils; (3) identifies problem areas in teaching composition, identifies and uses various approaches to evaluating composition, and collects materials useful in teaching composition; (4) demonstrates at least 4 ways film and other media can be used as objects of inquiry in classroom; (5) selects a short literary work for use as basis of dramatic activities and plans learning experience using dramatic activities; (6) determines student strengths and weaknesses in various reading skills and plans and uses 2 teaching strategies using knowledge obtained from student's tests; (7) completes value clarification strategies; and (8) plans methods of assessing cognitive and affective growth in students.

DESCRIPTION: Package contains 8 English education modules (169 pages) and 13 optional generic modules (51 pages). English modules involve: (1) literature for adolescents, (2) discovering language, (3) the process of composing, (4) film and media study in English, (5) improvisation and creative dramatics, (6) reading and study skills, (7) strategies of value clarification, and (8) evaluation in English. Module format includes definition of problem area; performance objectives for module; readings — most supplied within module; activities for classroom practice — independent study, group discussions, lectures, seminars, viewing films; activities for practice in field situations — observation, discussions with teachers, conducting lessons; and activities for evaluation of student performance. Optional generic competencies concern accountability. classroom control, concept and principle learning, problem-solving instruction, skill learning, small group work, individual projects in human relations, feedback use, interaction analysis, and inquiry behaviors analysis in the classroom.

EVALUATION: No pre-tests. Post-tests are either written examinations, conferences with instructor, or completion of required performances.

■ ENGLISH IN A DECADE OF CHANGE, Michael Shugrue and Frank Rice

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) discusses the need for a curriculum designed for the needs of the individual student since no one curriculum can do the necessary job for every pupil. New patterns of school organization, community pressures, new media, revision of courses, and the use of improvised drama are explored by Shugrue.

■ ENGLISH, SPEECH, LITERATURE

DISTRIBUTOR: SMSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge of skill areas through oral evaluation and through micro-teaching in English, Speech and Literature.

DESCRIPTION: Cluster contains 14 compacs (38 pages total). The compacs are *Materials; Methods in Teaching of English; Materials and Methods in the Teaching of Literature; Creative Writing; Poetry; Children's Literature; Innovative English; Listening and the Language Arts; Oral Communication I and II; Story Telling I and II; Oral Interpretation I and II; and Oral and Written Composition.* Format for compacs is assigned readings on various strategies for teaching selected areas, reviewing of curriculum material available, and the planning and teaching of the skill. Bibliographies are included in most of the compacs.

EVALUATION: Evaluation by instructor conferences and by instructor and peer evaluation of micro-teaching of skills.

■ ENGLISH TEACHING TOMORROW

DISTRIBUTOR: Stuart Finley LEVEL: All
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: This film provides insights into teaching approaches for correcting and establishing standard English usage. Unsuccessful methods employed by teachers are discussed and alternative techniques for encouraging communication in standard usage are then discussed. 16mm/color/24 min.

Part of Series: **Language . . . The Social Arbiter**

■ ENRICHING THE SCHOOL ENVIRONMENT

DISTRIBUTOR: Ed.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm.

DESCRIPTION: In visual progression, this film shows how physical environments affect the learning scheme for both learner and instructor. Contrasts between stagnating and stimulating environments are made by showing students active in learning processes in open, informal sessions. While no specific guidelines are provided, the visual progression provides guides for developing positive learning schemes. 16mm/color/10 min.

■ ENTRY PROGRAM, K. Carroll

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant moves through four phases over a one-quarter semester time period. The four phases include: (1) formulating decisions and plans for participatory phase of program; (2) developing observational skills and values for teaching; (3) developing ability to identify behavioral objectives and teaching techniques; (4) providing opportunity for planning, performing, and evaluating learning episodes on videotape and in the classroom; (5) evaluating experience in terms of personal values; and (6) synthesizing experiences in the form of a plan for future work in professional education.

DESCRIPTION: Module #20 (42 pages) is scheduled for one-quarter semester in which student has no other course responsibilities. Suggested for use before any formalized observation, participation or other courses in professional education. Contains 4 phases. Phase one is for one week of seminars including extensive diagnostic pre-test and readings from Burton, Kimball & Wing, and from reading list at end of module. Participant makes one book report. Phase two is two 3-week sessions in which student observes at all levels, reads from Mager, views Vimcets, gains observation skills through live and videotaped classrooms, makes book report (optional), and analyzes personal values. Phase three is for 5 weeks at desired level and/or subject. Participant has activities for identifying behavioral objectives and teaching techniques, discussing observations with peers, planning, micro-teaching, evaluating learning episodes which he then performs in classroom, and evaluating performance in relation to personal values. Phase four is one week session in which student presents educational goals based on individual conference with instructor in which he

plans out his program for professional education. Does book report (optional). Forms for self-evaluation, bibliography, self-tests all included. Completion time — 9 weeks.

EVALUATION: Pre-tests are included for each phase of module. They are partially self-graded. No post-test provided. Criteria for evaluation of performances not included.

■ ENVIRONMENTS OF MODERN SOCIETY, T. A. Tollefson and L. T. Blatch

DISTRIBUTOR: Ed. Systems LEVEL: All
COST: $1.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrates knowledge of human ecology as shown by the movement of populations within a society.

DESCRIPTION: Module is programmed text (38 pages) containing three sections: (1) *Urbanization* — gives its definition and its ecological effect, including the Burgess Theory and a section on megalopolis; (2) *Social Characteristics of Urbanization* — includes concepts such as heterogeneity, specialization, mobility, secularization, and changing relationships; and (3) *Suburbanization* — includes its definition, its causes and consequences, and a description of a countermovement back to urban society. Format for module includes: diagnostic pre-test, key and prescription for the pre-test, a summary statement over the material which is to be covered in the pre-test, a diagnositc test over the covered material, detailed learning experiences giving examples for the purpose of discrimination between terms, and criterion tests over the entire module. Completion time — 2 hours.

EVALUATION: Evaluation by diagnostic test within the module and criterion test at the conclusion. All self-scored.

■ EQUIPMENT OPERATION, Ramond Wiman

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant learns to operate equipment generally found in schools such as film projector, tape recorder, overhead projector, record players, filmstrip projector, opaque projectors, and ditto machine.

DESCRIPTION: Module #21 (52 pages) includes 11 detailed tasks dealing with equipment found in schools and their operation and utilization. For each task, participant is given detailed instructions with pictures of how to operate hardware and a checklist for monitoring progress in developing skill. Participant is required to demonstrate his ability to use each piece of equipment and to orally describe utilization of several of the pieces. Completion time — 5 hours.

EVALUATION: No pre-test or post-test. Participant demonstrates ability to use each piece of equipment named in objectives with evaluation by instructor.

■ ERNSTSPIEL

DISTRIBUTOR: CASEA LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Adm., Sub-prof.

OBJECTIVES: The objectives of this instructional kit are to: (1) increase awareness that communication problems do exist; (2) promote group cohesiveness through a common experience; (3) illustrate that both cooperative and deviant persons are important in a task group process; and (4) prepare the school staff for the transition from the self-contained classroom to a situation involving team teaching, differentiated staffing or multi-unit structure.

DESCRIPTION: This self-instructional kit utilizes games, puzzles, and riddles to enhance the ability of school administrators and their staffs to solve problems and make decisions as groups through improved communication. It contains nine packets — each focusing on a communication concept or skill. The first six packets deal with the single concepts of one-way and two-way communication, tacit communication, nonverbal communication, and written communication. The last three require participants to incorporate these skills to solve more complex communication problems. Each packet requires an hour or less to complete.

EVALUATION: This kit has been tested in six sites from Florida to Oregon involving 600 school people.

■ ESTABLISHING APPROPRIATE FRAME OF REFERENCE

DISTRIBUTOR: UTEP LEVEL: Elem.
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: (1) Justifies need for establishing appropriate frames of reference and creating original examples of the skill; (2) plans and teaches a 5-minute lesson utilizing at least 3 devices for establishing appropriate frames of reference.

DESCRIPTION: In module I:A-7 (23 pages), student has a choice of discussing topic with instructor and peers, reading from Bloom, Krathwohl and Burns, or reading supplied narrative. Readings utilized but not provided. Narrative (13 pages) discusses factors to be considered when establishing frames of reference (psychomotor, affective and cognitive) and ways to establish appropriate frames of reference. Completion time — 7½ hours.

EVALUATION: Pre-test includes self-scored, written examination and micro-lesson evaluated by supplied form. Post-test is alternate form of pre-test, with evaluation by instructor, but with no evaluative criteria included.

■ ESTABLISHING PERFORMANCE STANDARDS Eva Baker

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

OBJECTIVES: (1) Distinguish between performance standards used to differentiate achievement of students and those which aid the teacher in judging his own performance; and (2) to construct performance standards for objectives in a number of subject fields.

DESCRIPTION: This filmstrip-tape #4 describes concrete ways of judging the adequacy of student accomplishment. Both qualitative and quantitative techniques for assessing learner competence are illustrated including intellectual, attitudinal, and psychomotor behavior changes. Instructor's manual included. Completion time — 30 min.

■ ESTABLISHING SET

DISTRIBUTOR: UTEP LEVEL: Elem.
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: (1) Describes "establishing set" by giving examples, justifying its need and creating 3 original devices for establishing set; (2) plans and executes a 5-minute micro-lesson implementing a set-establishing strategy.

DESCRIPTION: In module I:A-3 (13 pages), the student has a choice of discussing set establishment with instructor and peers, reading from resource bibliography, or reading the supplied narrative on establishing set. Readings are utilized but not provided. Narrative (4 pages) describes 2 aspects of set establishment — the warm-up effect and learning how to learn. Five examples of effective set establishment are included. Completion time — 7½ hours.

EVALUATION: Pre-test is self-graded, written examination and a micro-lesson evaluated by supplied form. Post-test is an alternate form of the pre-test utilizing the same evaluative criteria.

■ ETERNAL CHILDREN

DISTRIBUTOR: IFB
COST: $165.00
RENTAL: $12.50
LEVEL: All
AUDIENCE: Tea., Coun.

OBJECTIVES: Present an intimate study of the special problems of the mentally retarded, focusing on training methods and needs for improved community facilities.

DESCRIPTION: Award winning film depicts retarded children who through heredity, brain injury, or various other causes are not equipped to keep pace with others. Gives frank appraisal of the problem and shows care and training methods evolved in special schools and institutions. Attention is focused on the urgent need to improve community facilities. 16mm/b&w/30 min.

■ EVALUATING LEARNING AND INSTRUCTION, Marie Hackett

DISTRIBUTOR: Panhandle
COST: $3.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given pairs of skills, trainee can correctly identify skills as to type of transfer and identify those skills correctly sequenced; (2) given three instructional situations and evaluations, trainee can determine if the correct test was used, the reason for that test and the proper use for the test results; (3) trainee can design a mastery teaching strategy for two units of instruction; and (4) trainee can design pre- and post-assessment measures for the two units of instruction.

DESCRIPTION: In this B-2 module VI-1 (127 pages), trainee reads selected articles and completes accompanying study questions. Trainee listens to audiotape presentation, filmstrip-tape presentation, and answers self-study questions on that material. Also, trainee writes paragraph on designing pre- and post-test measures. Articles accompanying specific objectives, assessment instruments, answer keys, and information sheets are included in this module. The filmstrip, "Evaluation and Criterion-Referenced Tests" ($2.00), is included in the price of the module. Sources for obtaining these materials are listed in the module. Completion time — 15 hours.

EVALUATION: Pre-tests and post-tests are provided for specific objectives. They consist of short-answer and performance-type items. The answer keys are provided in the module. Module has been field tested. No data available.

■ EVALUATING READING PERFORMANCE, Dave Fraser

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Lists basic principles of evaluation, basic questions useful in evaluation, common standardized reading tests, basic purposes of informal reading inventory (i.r.i.), steps for administering i.r.i., test included within i.r.i., and reading levels found in i.r.i.; (2) identifies examples of implementation of principles, questions, and tests; and (3) administers and interprets reading inventory designed to measure growth of reading tastes and interests, standardized reading tests, and the i.r.i.

DESCRIPTION: Module #22 (9 pages) contains performance criterion for tasks named in objectives. Activities for implementation include readings from Russell, McCracken & Bond, and Wagner; viewing videotapes; and administering various reading tests. Completion time — 5 hours.

■ EVALUATION, Eva Baker

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #7 discusses a system for assessment of teaching. Test construction, item sampling, and interpretation of student performance data are given attention, and the critical role of pre-assessment of learner competency is emphasized. The viewer learns to select and construct test items appropriate to given objectives, to design both formal and informal pre-assessment procedures, and to make appropriate inferences regarding instruction based on data obtained from his students. Instructor's manual is included. Completion time — 30 min.

■ EVALUATION AND ASSESSMENT FOR SOCIAL STUDIES

DISTRIBUTOR: SMSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Student has knowledge of the literature on methods of measuring pupil's affective and cognitive growth in the social studies; (2) student can develop and evaluate systems that will aid in the diagnosis and assessment of pupil's cognitive and affective development, interests and needs; and (3) student can diagnose learning needs in social studies for a group or individual.

DESCRIPTION: This cluster, designed to be taken during the field experience, includes completion of the following compacs: *Diagnosis in the Social Studies, Developing High Interest Topics for the Social Studies Curriculum, Prescribing Social Studies Activities to Meet Student Needs, Evaluating Higher Cognitive Processes in the Social Studies, Evaluation of Non-Cognitive Objectives in the Social Studies, Assessment of Pupil Activity in Subject Area, and Development of Skills in Social Studies.* Student has alternative of individual contract with the instructor or completing compacs. Learning activities in the compacs include designing diagnostic devices to give information on cognitive state, interests, abilities, and skills; developing lists of student and teacher activities and relating them to interest and ability levels; prescribing activities to meet already diagnosed needs of learners; and developing a plan for evaluating higher cognitive processes. Materials are not included with the compacs.

EVALUATION: Independent reading is evaluated by peers in a seminar. Design of field experience activity is submitted to field teacher and social studies advisor for approval. Data from completion of compacs are submitted and evaluated by field teacher and social studies advisor.

■ EVALUATION OF TEAM TEACHING AND CHILDREN'S CONTINUOUS PROGRESS, L. Jean York

DISTRIBUTOR: Leslie
COST: $2.80
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The user will demonstrate understanding of: (1) the purposes and functions of reporting and evaluating pupil progress in a continuous progress program; (2) the reporting procedures recommended for use in a continuous progress program; (3) the purpose and content of parent-teacher and pupil-teacher conferences; (4) the role and content of a report card; and (5) the purposes of and areas for evaluation of a team teaching program.

DESCRIPTION: This self-paced module (152 pages) pertains to evaluation and children's continuous progress in a team teaching situation. The study guide tests previous knowledge and provides key to responses, routing the user to other areas in the module. The study section includes a review of selected literature on evaluation of pupil progress, several relevant articles, a tape, the script of a play, a role-playing situation, and activities involving evaluation. Additional materials necessary are a tape of parent-teacher conferences and a tape recorder.

EVALUATION: Pre-assessment and post-assessments are both in the form of written tests. The pre-assessment key provides the user with a plan for selecting which sections of the module to complete. The post-assessment key provides references to

various sections of the module when answers are incorrect. This module has been extensively field tested.
Part 6 of Series: **Individualized Multi-Media Approach to Study of Team Teaching.**

■ EVALUATION: STATISTICAL INDICATORS, Harold Reasby

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines mode, median, mean, percentiles, quartiles, deciles, stanines, range, quartile deviation, standard deviation, normal curve, and standard scores; (2) responds to problems involving these terms; and (3) analyzes and interprets data from an administered achievement instrument as to its variability, normality, distribution, and centrality for one or more teacher-counselors.

DESCRIPTION: Module 23 (41 pages) contains reading from Chase on definitions, problems for each of the terms listed in objectives, and a computer printout (12 pages) for which student does required analysis and interpretation. Appendix includes required readings from Chase and Spiegel. Completion time — 10 hours.

■ EXCELLENCE IN EDUCATION: A NEW LOOK FROM THE ORIENT

DISTRIBUTOR: SCE Lab. LEVEL: High.
COST: $225.00 AUDIENCE: All

DESCRIPTION: Although well worn on the exterior, Johnson High School in Japan presents innovative approaches to secondary programs on the inside. Flexible scheduling allows varying patterns of instruction — large and small group instruction and extensive independent study. Corresponding teachers' roles are illustrated in classroom settings. More effective use of teachers' time and ability through differentiated staffing patterns are discussed. In the words of both teachers and students, changes at Johnson High School are described as they affect them personally. 16mm/color/20 min.

■ EXPANDED CHARLIE McCARTHY FILM

DISTRIBUTOR: IRA LEVEL: All
COST: Not for sale AUDIENCE: Tea., Parents
RENTAL: Return postage only

DESCRIPTION: Film in two parts: (1) encourages parents and teachers of children with reading problems to enlist aid of reading specialist and encourages dropouts to return to school for help (11 min.); (2) commentary on first part which leads to a discussion of developmental reading by Dorothy Kendall Bracken, Leo Fay, and H. Alan Robinson (17 min.). 16mm/28 min.

■ EXPERIMENT IN EDUCATION

DISTRIBUTOR: McGraw Hill LEVEL: All
COST: Consult Distributor AUDIENCE: All

DESCRIPTION: In this film are educational techniques being adopted by schools throughout the country. Some of the teaching methods examined in the film are: speed reading, the Advanced Placement Program, language laboratories, and team teaching. The film points out the part played by the classroom teacher in providing the needed individual attention to each student in using these teaching techniques. 16mm/color/54 min.

■ EXPERIMENTAL DESIGNS FOR SCHOOL RESEARCH, W. James Popham

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: All

DESCRIPTION: Four simplified research designs suitable for use in evaluating educational programs are treated in this filmstrip-tape #18 presentation. The viewer is given practice in distinguishing between 3 weaker designs and the 4 recommended designs. Practice is also provided regarding when to employ each design. Instructor's manual is included. Completion time — 30 min.

■ EXPERIMENTAL MODEL TO ENABLE INSTRUCTIONAL MANAGERS TO DEMONSTRATE INTERACTION COMPETENCY, Leon Rousseau, Herbert Hite, and William Drummond

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant elicits: (1) simple cognitive behavior; (2) complex cognitive behavior; (3) valuing behavior; and (4) divergent responses as he interacts with learners.

DESCRIPTION: Module #24 (24 pages) describes model for participant's demonstrating interaction competency. In this model, instructional manager transmits message to pupil who receives it, interprets it, and responds, providing feedback to instructional manager who evaluates, redefines, and retransmits message. The pupil again receives, interprets, responds and provides feedback. Model describes 6 interaction tasks; each task is composed of 4 subsystems: selection, planning, criterion task, and remediation. Module uses detailed flowchart which outlines the model and presents task for participant. Activities include readings from Bloom and Krathwohl, viewing videotapes (not described), micro-teaching, counseling sessions with instructor, and peer evaluation exercises of interaction skills. Completion time — 10 hours.

■ EXPERIMENTS TEACH, Ted Ward and S. Joseph Levine

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To teach skills related to systematic case-study and experimental methods that can be transferred to teaching situations. The **Think-A-Dot** game involves finding the rules that structure the device.

DESCRIPTION: This self-contained teacher training kit utilizes the **Think-A-Dot** game as its basis which was designed to illustrate the basic functions of logic. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction.
Part 2 of Series: **Teacher Training Kit.**

■ EXPERIMENTS WITH MICROWAVES

DISTRIBUTOR: Holt, R, W LEVEL: High
COST: $87.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrate how properties of wave phenomena can be taught using microwave generator and a simple diode pickup utilizing Project Physics materials.

DESCRIPTION: A physics teacher shows how all the properties of wave phenomena — reflection, transmission, absorption, refraction, standing waves, diffraction, interference, and polarization — can be demonstrated with a microwave generator and a simple diode pickup. 16mm/b&w/20½ min.

■ EXPLAINING

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $6.50 AUDIENCE: Tea.

DESCRIPTION: What is meant by the word "explain," how explanations are categorized, and classroom examples of various types of explanations are included in this filmstrip. (49 frames, color)

■ EXPLORING OUR COMMUNITY, William Claiborne

DISTRIBUTOR: IFB
COST: $195.00
RENTAL: $12.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Portrays the value of using data available in the community for developing problem-solving capabilities of students.

DESCRIPTION: Film follows a teacher as he guides his students in the use of community resources. Group discussions, field trips, map study, and reference to old records are employed to develop interest in project of attempting to determine origin of community. Public library, town hall, churches, and citizens are all employed in the search for early history. Illustrates value of group participation in problem-solving method. 16mm/color/16 min.

■ EXPLORING SOME OF THE BASIC NOTATION OF MUSIC AND REALIZING IT THROUGH MADE SOUND, Samuel D. Miller

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: This module is intended to provide the intern with an understanding regarding basic notation of music and opportunity to bring some rudiments of music notation to children.

DESCRIPTION: The module (4 pages), MUS-002.00 (HOU), emphasizes participation in a seminar under the guidance of the instructor.

EVALUATION: The pre-assessment and post-assessment procedures call for the intern to: (1) demonstrate his understanding of basic notation through the performance of specified competencies; and (2) find a simple song, learn to sing and/or play it, and teach it — and some aspects of the notation — to children.

■ EYE OF THE STORM

DISTRIBUTOR: ADL-BB
COST: $325.00
RENTAL: $30.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film shows a two-day experiment on segregation, discrimination, and prejudice conducted by a third-grade teacher in a midwest school. On the first day, the teacher separated her class into "superior" blue-eyed children, and "inferior" brown-eyed children groups. On the second day the roles were reversed. The effects of prejudice on attitudes, behavior, and classroom performance in the children are demonstrated. 16mm/color/25 min.

F F

■ FACILITATING INQUIRY IN THE CLASSROOM

DISTRIBUTOR: Copy-Print
COST: $29.77 minimum
LEVEL: All
AUDIENCE: Tea., Adm., Super.

OBJECTIVES: To increase the teacher's understanding and abilities to use teaching behaviors which encourage active inquiry by students in the classroom.

DESCRIPTION: In this program participants analyze 4 instructional audiotapes of classroom inquiry sessions and engage in inquiry sessions with 8 to 15 students. A 424-page leader's guide provides activities, directions, rationale, and materials for 18 units of study. The participant uses a 250-page manual which includes exercises, worksheets, and tapescripts. The 18 instructional units are: (1) experiencing inquiry as an inquirer, (2) identifying possible risks involved, (3) allowing inquiry to happen, (4) describing inquirer behavior, (5) using the tape recorder in developing inquiry, (6) practicing allowing inquiry tactical moves, (7) evaluating teamwork relationships, (8) developing problem foci, (9) enacting the first problem foci using "Allowing Inquiry Tactical Moves," (10) assessing the first classroom practice tape, (11) individual trip member rating, (12) facilitating growth tactical moves, (13) enacting the second problem focus on facilitating growth tactical moves, (14) assessing the second practice tapes using facilitating growth tactical moves, (15) tuning in tactical moves, (16) enacting the problem focus using "Tuning in Tactical Moves," (17) assessing third practice tape, and (18) assessing the fourth practice tape. Teacher's guide available (procedures, resource materials and exercises) at cost of $15.00; participant's manual (exercises, worksheets, and evaluation forms) at cost of $2.00 each; and 4 audiotapes at $12.27 per set available from Rex Recording Studios, 931 S.W. King Street, Portland, Oregon 97205. Requirements include tape recorder and qualified personnel. Completion time — 40-45 hours.

EVALUATION: This program has been developed through five years of experimentation. A technical report available from NWREL provides additional details about evaluation.

■ FACTS ABOUT FILM (2nd Edition), Norma Barts

DISTRIBUTOR: IFB
COST: $145.00
LEVEL: All
AUDIENCE: All
RENTAL: $9.00

OBJECTIVES: Define and give examples of usage of film including information on sound tracks, preventive care and maintenance of films, sources and causes of film damage, and repairing damaged film.

DESCRIPTION: Film defines and gives usage of film including snapshots, 8mm, 16mm, and 35mm movies and gives information on topics relevant to films such as: optical and magnetic sound tracks, preventive care and maintenance of films, sources and causes of film damage, and repairing damaged film. Gives hints on how to guard against carelessness. 16mm/color/12 min.

■ FACTS ABOUT PROJECTION, Norma Barts

DISTRIBUTOR: IFB
COST: $195.00
RENTAL: $10.00
LEVEL: All
AUDIENCE: All

OBJECTIVES: Presents information on proper maintenance of audio-visual equipment and suggestions for effective utilization of the equipment in the classroom.

DESCRIPTION: Film shows that constant maintenance of equipment is necessary for satisfactory and successful projection. Hints for maintenance are included. Suggestions for skilled and effective projection practices in a variety of settings and conditions are given. 16mm/color/16 min.

■ FAIR VERBAL BEHAVIOR, Celeste Woodley

DISTRIBUTOR: Univ. of Colo.
COST: $90.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: The objectives of this protocol materials unit on fair verbal behavior are to help pre-service teachers: (1) differentiate between teacher verbal behaviors that are fair and those that are not fair; (2) describe behavior patterns that indicate the presence of fair verbal behavior and give specific examples of behaviors illustrating those patterns; (3) describe behavior patterns that indicate the absence of fair verbal behavior and give specific examples of behaviors illustrating those patterns; (4) diagram classroom interaction in terms of student

comments and positive and corrective teacher feedback; (5) comprehend that the consistency of teacher feedback is related to the cognitive, affective, and social meanings a teacher communicates in the classroom; and (6) analyze fair verbal behavior as a variable in interaction.

DESCRIPTION: This unit is centered on a 14-minute 16mm color-sound film showing two classroom teachers, one whose verbal behavior is considered fair, the other illustrating verbal behavior that is not fair. This unit also includes a guide (14 pages plus transcripts), student materials (21 pages including transcripts), and a criterion test. The examples chosen for study show teachers and students participating in teacher-led class discussions. In the film, the first classroom depicts a teacher who does not exhibit fair verbal behaviors and is contrasted to a second classroom where a teacher exemplifies fair verbal behavior. Students view the film and are asked through questions in the film to observe whether or not the teachers are consistent in their feedback to students and what specific behaviors support their conclusions. They are also asked to note differences between the behavior patterns of the two teachers. A class discussion of the students' conclusions should bring forth some general differences between teachers who do and do not exhibit fair verbal behaviors. Then pre-service teachers work as a class or in small groups to analyze the tapescript of the film in terms of specific indicators of fair verbal behaviors. Completion time — 2 hours.

EVALUATION: Students work in groups of two or three on the criterion test for the unit. It is a role-playing activity where pre-service teachers work out a dialogue between students and Teacher A, an example of a fair teacher, and Teacher B, an example of a teacher who is not fair. Field test results and recommended student evaluation measures included in instructor's guide.

■ FILM LOOP TECHNIQUES, PART I

DISTRIBUTOR: Holt, R, W
COST: $99.00
LEVEL: High
AUDIENCE: Tea., Lib.

OBJECTIVES: Demonstrate the effective use of film loops presenting Project Physics material.

DESCRIPTION: Three teachers examine and discuss a film of a classroom in which the multi-media system is being used by students engaged in a diversity of activities including the study and measurement of phenomena presented on film loops. 16mm/b&w/23½ min.

■ FILM LOOP TECHNIQUES, PART II

DISTRIBUTOR: Holt, R, W
COST: $120.00
LEVEL: High
AUDIENCE: Tea., Lib.

OBJECTIVES: Demonstrate how film loops can be used in the classroom to teach measurement using Project Physics material.

DESCRIPTION: One teacher uses the filmed motion of a motor boat in a river and of a ball dropped from the mast of the moving boat (the classic problem of Galilean relativity) to show another teacher how film loops can be used in the classroom to teach measurement. 16mm/b&w/23¼ min.

■ FILM RESEARCH AND LEARNING, Walter Wittich

DISTRIBUTOR: IFB
COST: $95.00
RENTAL: $8.00
LEVEL: All
AUDIENCE: All

OBJECTIVES: Provides information concerning basic film research on the use of film and its effect on instruction.

DESCRIPTION: Film gives digest of basic film research explaining how the use of film has improved instruction. Studies cited demonstrate relationship of film usage to achievement in various academic areas. Designed as information for all teachers and administrators. 16mm/b/w/14 min.

■ FINE ART OF AGGRESSION

DISTRIBUTOR: Learning Corp. of America
COST: $250.00
RENTAL: $25.00
LEVEL: College
AUDIENCE: Tea.

OBJECTIVES: To stimulate discussion of the problems of personal ambition carried to extremes and its effect on self and others.

DESCRIPTION: This film, edited from the motion picture "The Reckoning," presents considerations of: healthy versus destructive ambition, definitions of success, society as hostile to the dreams of the little man, and snobbery and societal prejudices. The story is of a business man who utilizes any means necessary to achieve success. The death of his father at one point has a meaningful effect on Michael Marler, but he again resumes his ruthless fight for success in a society he believes hypocritical. A study guide with film synopsis, exercises for classroom use, questions for discussion and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.

Part of Series: **Searching for Values: A Film Anthology.**

■ FIRST AND FUNDAMENTAL R

DISTRIBUTOR: Holt, R, W
COST: $170.00
LEVEL: All
AUDIENCE: Tea.

OBJFCTIVES: Provides realistic stimulus material for interpretation of problems dealing with motivation for reading with culturally-deprived children who do not want to read.

DESCRIPTION: Film concerns teacher whose class of racially-mixed, culturally-deprived children has made little progress in learning to read. Pupils are inattentive and lack desire to read books for fun. Open-ended conclusion with teacher wondering how to motivate her class to enjoy reading. Study guide available. 16mm/color/12 min.

Part of Series: **Critical Moments in Teaching**

■ FLANNEL BOARDS AND HOW TO USE THEM, Albert Bailey

DISTRIBUTOR: BFA
COST: $160.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Stimulate interest in the use of flannel boards by demonstrating variety of usages and ease of construction, and showing flexibility in ways of presenting information.

DESCRIPTION: Presents four groups of ideas: (1) how flannel boards provide a means of: arrangement and rearrangement of illustrations, logical sequence of presentation, 3-D build-ups, and economical use of visual aid; (2) what flannel boards are, pointing out modes of construction emphasizing size, materials and cost; (3) explains materials that will adhere to boards and offers variety of creative devices which can be made by the teacher; (4) demonstrates usage in all levels of classroom instruction. 16mm/color/15 min.

■ FOCUS ON FEEDBACK, S. Joseph Levine

DISTRIBUTOR: MSU-Spec. Ed.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) To increase participant's awareness of the many different instructional procedures that can be used to yield feedback from the learner; (2) to increase participant's awareness of the many different feedback messages the learner can send to the teacher; and (3) to provide participant an opportunity to utilize his own feedback in the completion of a task.

DESCRIPTION: This self-contained teacher training kit (#7) includes all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction. Completion time — 1 hour.

Part of Series: **Workshop Coordinator Kit.**

■ FOCUS ON PHONICS

DISTRIBUTOR: General Behavioral Systems
LEVEL: All
AUDIENCE: Tea.
COST: $270.00

OBJECTIVES: To emphasize the importance of phonics to the beginning reader, supply techniques for enriching pupil's vocabulary, and cite advantages and disadvantages of the phonics-first approach.

DESCRIPTION: Program includes 3 videotapes (30 minutes each) and a discussion guide giving suggestions for use, activities and description of tapes (47 pages cost $5.00). Videotapes include: (1) "A Time To Lay Some Ghosts" — gives three definitions of reading, discusses the code-emphases versus look-say approaches, and describes the origins of writing. (2) "Sounds of Learning" — discusses preparation for lessons, introducing letters as symbols of sounds in words, introducing essential sight words, and constructing sentences and stories. (3) "A Chance to Catch Up" — discusses difficulties of reading instruction that the phonics-first approach attacks, gives criticisms of the phonics-first approach, cites research supporting the phonics-first approach, and discusses teaching reading for the culturally disadvantaged. Discussion leader's guide gives an overview of a focus on phonics workshop, discusses the arrangements needed for a workshop, and the format for a workshop. Includes bibliography and evaluation materials for the tapes.

EVALUATION: Written examinations covering the material are included with answers. Attitude scales are also included for evaluation of the material.

■ FOCUS ON THE INDIVIDUAL — A LEADERSHIP RESPONSIBILITY

DISTRIBUTOR: NASSP
LEVEL: High
COST: $5.00
AUDIENCE: All

DESCRIPTION: Through looking at 3 students who for various reasons are reluctant learners, the film examines specific methods to make learning more exciting and individualized. In Part I, "Patterns of School Organization," large group, small group, and independent study are presented. Samples of flexibility scheduled blocks are graphically illustrated. Part II (12 minutes) discusses staff development, new skills and roles for teachers, and the specific purposes and desirable characteristics for large group, small group, and independent study. Improved methods of pupil evaluation, cost factors, and public relations are considered. Filmstrip with synchronized recording (18 min.)

■ FOR ALL MY STUDENTS

DISTRIBUTOR: UCLA
LEVEL: High
COST: $175.00
AUDIENCE: Tea., Adm., Coun.
RENTAL: $10.00

DESCRIPTION: This film shows in-class situations at Ravenswood High School in Palo Alto, California, a predominantly black school. Classroom scenes and student/teacher conferences demonstrate both positive and negative teacher-student relationships and the resulting educational environment created by each. Student reactions to individual teachers, their characteristics, attitudes, and teaching techniques; and teacher concerns about present teaching tasks provide insights into specific elements that influence the learning scheme and identify teacher competencies that are basic to good student/teacher relations and effective teaching. A latter portion of the film focuses on one student and his feelings about his home and school environment and shows what elements affect his life as a learner and as an individual. 16mm/b&w/36 min.

■ FOREIGN LANGUAGE TEACHER INTERACTS, Gertrude Moskowitz

DISTRIBUTOR: APT
LEVEL: All
COST: Consult Distributor
AUDIENCE: For. Lang. Inst.

OBJECTIVES: Aid foreign language teachers in making the transition from classifying interactions made in native tongue to their own tapes conducted primarily in a foreign language.

DESCRIPTION: Manual (87 pages) contains a description of the categories of interaction analysis with explanations included which would be peculiar to the foreign language classroom, a programmed text to accompany practice tapes from the foreign language classroom, and an essay on the application of interaction analysis to foreign language teaching. Tape includes six sessions which progressively contain dialogues containing from two to seven or more categories. Bibliography is included. Material can be used by groups or individually. Completion time — 5 hours.

EVALUATION: Participant tallies are self-evaluated with keys for scoring included.

■ FORMAL THOUGHT

DISTRIBUTOR: Davidson
LEVEL: High
COST: $350.00
AUDIENCE: All

DESCRIPTION: This film illustrates tasks that challenge the thinking of secondary school students. The tasks involve proportional reasoning, separation of variables, combinatorial logic and the integration of these in an analysis of a balanced beam with weights. 16mm/color/32 min.

■ FOSTERING CREATIVITY

DISTRIBUTOR: Panhandle
LEVEL: Elem
COST: $85.00
AUDIENCE: Tea.

OBJECTIVES: (1) To identify principles of creative teaching and conditions necessary for such teaching; (2) to identify convergent and divergent thinking; (3) to identify obstructions to creative thinking; (4) to identify instructional materials for fostering creative thinking; and (5) to foster creative thinking to satisfy a given set of criteria (in micro-teaching context).

DESCRIPTION: In B-2 module VII-3 (67 pages), the student works through a three-phase self-instructional program: Phase I provides readings and activities designed to promote an understanding of creativity; Phase II provides readings, thought-expanding activities, and media (purchase or rent separately) intended to develop procedures at the cognitive level for facilitating creative teaching; Phase III gives directions for a micro-teaching task for demonstrating performance skills. The module includes approximately 20 pages of journal reprints and an 8-page annotated bibliography on creativity and teaching for creativity. Completion time — 12 hours.

EVALUATION: Pre-test/post-test identical — micro-teaching tasks. Evaluation checklist provided; requires observer who rates performance. No objective criteria provided.

■ FOSTERING PRODUCTIVE THINKING

DISTRIBUTOR: Doane College
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: (1) Identify characteristics of creative children; (2) demonstrate understanding of intuitive and analytic thinking; (3) develop ideas for classroom use designed to foster productive thinking; and (4) demonstrate ability to use a multiple-strategy approach for fostering productive thinking.

DESCRIPTION: Depth Packet #3 (26 pages) is designed to allow the participant to select from an extensive reading list of materials to be read and studied. Several articles are enclosed in the pack for student use: "Be Talent Developers," "Rath's Thinking Operations," "Can Teachers Encourage Creative Thinking," "What They Are Like," and "Concepts on Which Learning Theorists Agree." The participant then views selected filmstrips and videotapes (not included in packet) and reviews tests of creativity by Torrence. Following this preparation, the participant discusses concepts of creativity, develops ideas for classroom use which foster productive thinking, and discusses on tape 2 case studies from text by Barbara Hauck. Completion time — 10-15 hours.

EVALUATION: By faculty advisor in oral examinations.

■ FOUNDATIONS OF EDUCATION, Bruce M. Lutsk

DISTRIBUTOR: Hartford T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: These modules have been developed to: (1) provide the student with information concerning topics in a sequence which moves from a general, conceptual analysis of those issues to a more specific, pragmatic focus on educational concerns; and (2) sharpen the student's analytical skills. Twenty-one objectives are specified; all are cognitive in nature.

DESCRIPTION: This set of materials (104 pages) consists of 8 modules: (1) *Conceptualizing Schooling;* (2) *The School in the Legal Structure;* (3) *The School as a Bureaucratic Organization;* (4) *Methods of Compliance;* (5) *The Teacher as Employee Versus the Teacher as Professional;* (6) *The Teacher-Student Relationship;* (7) *The Student-School Relationship;* and (8) *Teacher Organizations.* When taken together, these modules constitute a course in the foundations of education. Each module contains a brief statement of purpose, a set of objectives, and resource alternatives including readings and other activities.

EVALUATION: The student is expected to complete 21 assessment tasks; all involve a written exercise calling for the demonstration of a cognitive ability.

■ FOUR CONS OF TEACHING

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate ability to plan and teach lessons which effectively utilize: (a) higher order questions, (b) contemporary element, (c) concreteness, and (d) a major concept in the student's subject area; (2) demonstrate ability to effectively utilize conversational techniques in teaching; and (3) demonstrate ability to analyze effectiveness of lessons taught and make appropriate adjustments in subsequent lessons. Long Term Objectives show evidence of developing individual teaching style consistent with above objectives.

DESCRIPTION: WILKIT #1 (40 pages) includes two major phases. First, conceptual, concrete, contemporary and conversational elements in a good lesson are described and discussed. The student studies monographs, related readings, and videotapes. The second phase involves the student in planning and teaching lessons including the Four Cons for peer, faculty advisor, and self-assessment. Module utilizes but does not include readings from Sanders, Grossier, Far West Lab., and four video-tapes. Learning experiences included in module: monograph, "The Four Cons of Teaching" (11 pages); videotape review guides; lesson critique forms; guide for microteaching; self-test on Sanders; self-test on Four Cons; peer teaching, scheduled and completed; and micro-teaching, scheduled and completed. Completion time — 24 to 28 hours.

EVALUATION: Self-evaluation: student uses critique sheets from peer teaching and micro-teaching to write self-evaluation of teaching performance and written self-test on Four Cons. Proficiency Assessment: by instructor through microteaching, written examination, self-evaluation and any other performance elements advisor may require.

■ FOUR TEACHERS

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: Rental Only $25.00 AUDIENCE: Tea.

DESCRIPTION: Film surveys teaching in four countries outside the United States — Japan, Poland, Puerto Rico, and Canada. Film portrays four different approaches to learning which reflect varied philosophies of education. Discussion by university professor and grade school teacher. 16mm/b&w/60 min.

■ FRACTIONAL NUMBERS AND RATIO, George W. Bright, et al.

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: To understand fractional numbers and ratio. Specific behavioral objectives are given for fourteen instructional tasks providing for competence in this topic.

DESCRIPTION: This self-paced module (201 pages) contains 3 sections: a series of self-diagnostic tests with answers to provide knowledge of what topics the teacher needs help with; a series of instructional tasks to develop competencies in these topics; and competency appraisals to test for successful understanding. A list of inexpensive materials for the instructional tasks is provided in the appendix. No instructor's guide is available. Completion time — 3 hours.

EVALUATION: Pre-assessment and post-assessment are both in the form of written tests, with answers given for both. No criteria levels are stated.

Part of Series: **The Teaching of Science — Mathematics as an Interdisciplinary Subject.**

■ FREE GROWTH

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $215.00 AUDIENCE: All
RENTAL: $14.00

DESCRIPTION: A film essay extolling freedom for children and other growing things is composed of segments of life in a Hopi Indian community, in an urban ghetto, among the middle class, and in the hip counterculture. These examples contrast free growth and alternate education with the effects of regimentation and structure imposed by parents, schools, and society. Adults on the street discuss compulsory education and the personal effects of failures of traditional schools. 16mm/b&w/36 min.

■ FREQUENCY DISTRIBUTION AND THE NORMAL CURVE

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Given a set of scores, student forms a grouped frequency distribution, plots the data in a frequency polygon, and answers questions about data.

DESCRIPTION: In module I:G-1 (27 pages), student has a choice of reading from kits by McFarland, Lindquist, and Collins; creating own alternative; or completing supplied material. Practice exercises are included in the module along with information describing frequency distribution and the normal curve (20 pages). Completion time — 10 hours.

EVALUATION: Pre-tests requires student to interpret data according to objectives. Evaluative criteria are not included. Written post-test not included in module.

■ FROM CRADLE TO CLASSROOM (Parts One and Two)

DISTRIBUTOR: McGraw-Hill LEVEL: E.Ch.
COST: $325.00 AUDIENCE: Tea.
RENTAL: $16.00 Each

DESCRIPTION: Two films based on premise that a person's general intelligence is formed by age four. Education today is attempting to make these years more beneficial by early childhood education programs beginning as early as the age of one year. Film includes how to use the special teaching machines and instructional techniques which have been developed to increase not only physical skills, but also motivational, verbal, and conceptualization abilities. Educational toys and associational drills (earlier ages), and reading and logic practice (2, 3 and 4-year-old group) are demonstrated. Controversies concerning early education are also aired. 16mm/color/26 minutes each.

■ GAMES TEACH, S. Joseph Levine

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To provide the participant with an opportunity to design and try different types of games.

DESCRIPTION: This self-contained teacher training kit has material on games of skill, games of chance, and procedures for implementing the use of games in the classroom. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction.

Part 6 of Series: **Teacher Training Kit.**

■ GENERAL LIBRARY AND RESOURCE CENTER SKILLS

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Given topic, student will prepare bibliographies utilizing books, periodicals, films, filmstrips, and newspapers.

DESCRIPTION: In module I:E-4 (10 pages), student has a choice of reading from **Research in Education, A Research Manual, The Use of Books and Libraries** or the supplied narrative. Readings utilized but not included. Narrative (4 pages) describes the card catalog, **Education Index, Reader's Guide, New York Times Index, Library of Congress Catalog,** and **Index to 16mm Films.** Completion time — 7½ hours.

EVALUATION: Pre-test and post-tests are identical. Student prepares bibliographies described in objectives within one hour. Evaluation by instructor with no criteria included.

■ GEOMETRY, George W. Bright, et al.

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: To understand selected topics in geometry. Specific behavioral objectives are given for fourteen instructional tasks providing for competence in geometric constructs.

DESCRIPTION: This self-paced module (193 pages) contains 3 sections: a series of self-diagnostic tests with answers to provide knowledge of what topics the teacher needs help with; a series of instructional tasks to develop competencies in these topics; and competency appraisals to test for successful understanding. A list of inexpensive materials for the instructional tasks is provided in the appendix. No instructor's guide is available. Completion time — 3 hours.

EVALUATION: Pre-assessment and post-assessment are both in the form of written tests, with answers given for both. No criteria levels are stated.

Part of Series: **The Teaching of Science — Mathematics as an Interdisciplinary Subject.**

■ GETTING STARTED, Robert H. Pinney

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: For each function of the instructional model, participant receives description of function, a list of competencies which are prerequisite to the beginning of the Test of Instructional Competency (an optional pre-test), suggestions for instructional packages that will help develop skill and knowledge, and suggested prescription.

DESCRIPTION: Module OP-3 (29 pages) contains competency objectives, pre-test, suggested learning packages, and prescription for the five functions of an instructional model: formulating program objectives, diagnosing learner needs, selecting learning strategies, implementing and interacting, and evaluating the outcomes of instruction. A program decision point is included in which the participant summarizes his own position in the program and outlines the instructional packages which he feels he will need to accomplish the requisite objectives. A conference with the clinical professor is required for consultation. Completion time — 2 hours.

EVALUATION: Pre-tests for program are written, self-graded evaluations. Evaluation of decision point is by conference with clinical professor.

■ GHETTO, Dave Toll

DISTRIBUTOR: Western Pub. LEVEL: All, Adult
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Players gain a greater understanding of ghetto life.

DESCRIPTION: In this simulation game, 10 players represent people in one neighborhood. Each player is given a descriptive profile of a different poor person and tries to improve that character's life. The game lasts from 8 to 10 rounds. Each round, a player is given 4—12 hour chips, depending on his family situation. The chips represent the number of hours per day that he has available to invest in improving his living standard. The player allocates his time among the alternatives available to him. He can invest in school or work of various types, depending on his qualifications. He may go on welfare, spend time in relaxation, neighborhood-improvement activities, or take up hustling which involves many playing risks. Players are rewarded with points for the investment of time. Points represent a combination of financial rewards and the intrinsic satisfaction of the activity. Game materials include: (1) **Ghetto** playing area; (2) 10 profile folders; (3) record sheets; (4) work, school, victim, and hustling chance cards; (5) spinner card; (6) neighborhood conditions markers; (7) hour chips and die; (8) coordinator's manual which includes game overview, rationale, suggestions for administering, rules, discussion questions, suggested activities, readings and films. Completion time — 20 min. — 3 hours.

■ GIFTED CHILD, Charles Bish

DISTRIBUTOR: NETCHE LEVEL: E. Ch., Elem., Mid.
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 minutes) concerns gifted children — a phenomenom with which every teacher will deal at some time in his career. Talent appears in many forms, and the classroom must be ready to identify and work with many high potential youngsters. But once identified, the gifted child many times represents a greater challenge. Bish discusses methods for coping with the gifted child in the classroom.

■ GIFTED ONES

DISTRIBUTOR: IFB LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $10.00

OBJECTIVES: Present contrasting views of correct method of educatin ; the gifted child.

DESCRIPTION: Presents views of two educators (not named) concerning how to educate the gifted child in our society. Film utilizes actual classroom sequences. 16mm/b&w/22 min.

■ GIFTS OF TIME

DISTRIBUTOR: IFB LEVEL: All
COST: $195.00 AUDIENCE: Tea.
RENTAL: $9.00

OBJECTIVES: Survey the contribution which a museum makes to the community and education of children in social studies.

DESCRIPTION: Presents study of the value of museums for the teacher. Shows Kansas City Museum including a complete museum, planetarium, and a natural history hall. Museum emphasizes nineteenth century life of the area. Primary purpose of museum, creating sense of purpose of people, is stressed. 16mm/color/15 min.

■ GIVE ME INSTEAD A CATASTROPHE

DISTRIBUTOR: Holt, R, W — LEVEL: All
COST: $140.00 — AUDIENCE: Tea.

OBJECTIVES: Provides realistic stimulus material for interpretation of problems relating to teacher reaction to poor test performance by pupils.

DESCRIPTION: Film presents dramatization of situation in which student does poorly on test and the teacher has to decide what corrective measures to employ. Open-ended conclusion. Study guide available. 16mm/color/10 min.
Part of Series: Critical Moments in Teaching.

■ GLASSER ON DISCIPLINE, William Glasser

DISTRIBUTOR: Media Five — LEVEL: All
COST: $270.00 — AUDIENCE: All

DESCRIPTION: This film presents a successful approach to the problem of school discipline. Speaking to an audience of teachers and parents, William Glasser describes what discipline is and is not. Using typical problems as examples, he gives practical solutions which include five basic steps to achieving effective discipline in any school. 16mm/color/28 min.

■ GOALS FOR EDUCATION, Ted Ward

DISTRIBUTOR: MSU-Spec. Ed. — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: (1) To identify goals of educational operations as having to do with knowing, doing, and being; (2) to provide systematic procedures for self-analysis with reference to one's own goals in teaching; and (3) to associate and relate functions of knowing with appropriate goals of doing and being.

DESCRIPTION: This self-contained, teacher training kit focuses on the problem of identifying and relating the underlying goals for which a given educational operation exists. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction. Completion time — 1 hour.
Part 5 of Series: Workshop Coordinator Kit.

■ GRAPHICS IN CHILDREN'S LITERATURE, Linda Lamme

DISTRIBUTOR: Syracuse — LEVEL: Elem., Mid.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: Becomes familiar with a large number of illustrators of children's books and compiles list of criteria for judging graphic art in children's books.

DESCRIPTION: Module (4 pages) gives alternative activities as follows: (1) viewing slide-tape on Showcase books, discussing quality of graphic art and its importance in judging books; (2) studying works of various illustrators comparing their earlier works with later ones; (3) reading from Arbuthnot, Huck & Kuhn, and Cianciolo; (4) viewing films on Keats, "Paddle to the Sea," and on picture books; (5) viewing slide-tape of illustrations in children's books; (6) read a number of Caldecott award winners, discussing the attributes leading to their award; (7) visiting a book bindery or book printer; (8) writing Children's Book Council (address given); or (9) finding books using examples of various techniques of graphic arts.

EVALUATION: Pre-test and post-test are group performances on written tasks.

■ GROUP DEVELOPMENT, Donald L. Flory

DISTRIBUTOR: APT — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: Discusses how a cohesive classroom group develops and what the important characteristics of such a group are.

DESCRIPTION: Two tapes contain four discussions of group development. Part one describes cohesive groups and their value to students and teachers through discussion by Flory and classroom teachers; two and three are discussions of how to facilitate cohesiveness. The final part aims at discovering general principles of group development. Accompanying tract contains suggestions for use of material by discussion groups. Completion time — 3 hours.

■ GROUP DISCUSSION FILMSTRIP SERIES

DISTRIBUTOR: St. Mary's — LEVEL: All
COST: $60.00 — AUDIENCE: Tea.

OBJECTIVES: To participate in discussion of group discussion processes and understandings.

DESCRIPTION: "Onimod: The Land of Group Discussion," Set 1 (72 frames), a story about an imaginary planet called Onimod using domino characters, presents a review and a broad introduction to group discussion processes. Set 2 contains 2 parts. "Larry the Limberger" (30 frames) analyzes isolation as a barrier to communication in group discussions. It probes the thoughts of isolated persons, the attempts at joining with others, and the ultimate impact of a friendly gesture. The second part, "The Flip-Flop Family"(30 frames) deals with creating a climate conducive to group discussion through consideration of 4 models. Set 3 includes 2 parts — "Care is Half the Cure" (30 frames) and "The Glass Blowers" (30 frames). The first presents the role and characteristics of an effective group leader. The second part develops the role and characteristics of the participant in group discussions. It also exemplifies barriers to good group discussion. Set 4 includes "The Way I See It" (30 frames) and "The Brick and the Ball" (30 frames). The first introduces evaluation of group discussion and some of the attitudes that may accompany evaluation. The second part presents the advantages and disadvantages of group discussion. Each of the filmstrips is presented in fantasy format. Included in the kit are: 4 filmstrips; 4 records; 4 articles which develop comprehensive key elements on each topic; and marginal questions for group consideration; additional explanation and data for the filmstrips; and 4 23-page booklets which introduce the material and provide a typescript of the record.

■ GROUP DYNAMICS, Dale Fransson

DISTRIBUTOR: WWSC — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: Participant is able to conduct selected classroom exercises which will increase pupil's understanding of communication processes and improve their communication with each other.

DESCRIPTION: Module 25 (40 pages) contains exercises aimed at improving group interaction by introduction and name learning, getting acquainted, and triad listening. Topics for triad discussions are included. A group problem-solving task is included, and instructions for teachers using any of these activities in classroom are given. Suggestions for group work, committee work, and its effectiveness are provided. An extensive bibliography includes references on T Groups and Laboratory Methods, a general bibliography on group dynamics, and

a special bibliography on organizational change processes. Completion time — 10 hours.

EVALUATION: Pre-test is self-graded written examination. No post-test. Criteria for evaluation of performances are not included.

■ GROUP PROCESS

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea., Super.

OBJECTIVES: (1) Respond as co-leader in the **Interaction Laboratory**; (2) demonstrate synthesis of the following group process: (a) cohesiveness, (b) group norms, (c) group decision-making, and (d) group growth and development; and (3) demonstrate application of the following group training techniques: (a) role-playing, (b) group discussion, and (c) feedback.

DESCRIPTION: WILKIT #25 (11 pages) involves synthesis experiences and requires learner to act as co-leader of an Interaction Laboratory. Purchaser must have access to an **Interaction Laboratory** to use this module. Focus is on processes which characterize groups in action. WILKIT is comprised of two phases: (1) completion of assigned reading and (2) co-leadership of Interaction Laboratory. Materials utilized but not included in the WILKIT are: readings by Richard & Patricia Schmuck, C. G. Kemp, J. J. Kampsnider; and **Interaction Laboratory** (Thiokol Chemical Corp.) — available from Weber State. Materials included are 4 group process analysis forms. Learning experiences following completion of readings and discussion with advisor involve co-leadership in Interaction Laboratory. Group Process Analysis Forms are completed after each of 4 sections of the Interaction Laboratory, and a conference with advisor is held. Completion time — 48-50 hours.

EVALUATION: Pre-assessment requires completion of **Classroom Group Meetings** (WILKIT) and permission from faculty advisor. Proficiency assessment includes a narrative summary of 4 Group Process Analysis Forms and an evaluation conference with advisor on student's performance as co-leader of Interaction Laboratory.

■ GROUP PROCESS IN TASK TEAM, Gordon Lawrence, et al

DISTRIBUTOR: Panhandle LEVEL: All
COST: $ .70 AUDIENCE: Tea.

OBJECTIVES: (1) Participant will recognize and apply the principles of group processes to task (teaching) team situations; and (2) participant will utilize appropriate group process skills in given situations.

DESCRIPTION: In this module (41 pages), teacher trainees read an article dealing with group process in task teams. The article deals with interpersonal aspects, maintenance function, task function, team objectives, climate, interpersonal data, problem-solving, and decision-making. The teaching team then applies the knowledge to simulated group process situations. All instruction materials are included in the module.

EVALUATION: The pre-assessment is composed of 9 multiple-answer type items. An answer key for this assessment is included in the module. The post-assessment is the same as the pre-assessment, plus observing a group meeting using an interaction checklist. The results of the observation are presented to group members.

■ GROUPING CHILDREN FOR INSTRUCTION IN TEAM TEACHING, L. Jean York

DISTRIBUTOR: Leslie LEVEL: Elem
COST: $2.80 AUDIENCE: Tea.

OBJECTIVES: The user will demonstrate understanding of the (1) major purposes of grouping for instruction; (2) factors to be considered in grouping children; (3) concept of flexible grouping; (4) advantages and uses of heterogeneous groupings, large-group interaction, and ability grouping; and (5) methods of various kinds of groups in terms of learning objectives.

DESCRIPTION: This self-paced module (100 pages) pertains to the grouping of children in a team teaching situation. The study guide tests previous knowledge and provides key to responses which routes the user to other areas in the module. The study section provides a review of the literature on grouping for instruction, 3 relevant articles, two films, a filmstrip, and a tape, each with appropriate viewing and listening guides. Additional materials needed include the films "How Can You Apply Team Teaching and Nongrading to Your School?" and "Large Group Instruction," the filmstrip "Grouping Children to Learn," and the tape "The Individualization of Instruction: Pupil Grouping Practices."

EVALUATION: Pre-assessment and post-assessments are both in the form of written tests. The pre-assessment key provides the user with a plan for selecting which sections of the module to complete. The post-assessment key provides references to various sections of the module in the case of incorrect answers. This module has been extensively field tested.

Part 4 of Series: **Individualized Multi-Media Approach to Study of Team Teaching.**

■ GROUPING STUDENTS FOR EFFECTIVE LEARNING

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $6.50 AUDIENCE: Tea.

DESCRIPTION: Age grouping, ability grouping, and attempts at combining the two approaches into flexible grouping are described in this filmstrip. (44 frames, color)

■ GROWTH AND DEVELOPMENT

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea., Coun. Super.

OBJECTIVES: (1) Display comprehension of aims in studying child development and apply principles of development in teacher-designed examinations; (2) show comprehension of the major influences upon personality and development as a result of: (a) early learning and cultural deprivation, (b) genetic factors, prenatal development, the birth process, (c) physical characteristics and growth; (3) demonstrate comprehension of the nature of intelligence, its distribution and growth, the process of thinking, stages of cognitive development, and productive, creative thought; (4) display comprehension of peer influences and family relationships on child behavior; and (5) display comprehension of personality developments and cultural and emotional factors in personality.

DESCRIPTION: This WILKIT #5 (55 pages) has two phases: the first involving reading and viewing factors in child growth and development dealt with in the objectives; the second observing children relative to physical development, cognitive development, and social development. Materials utilized but not included in the WILKIT are: **The Psychology of Human Growth and Development** by Baller & Charles; **Educating the Culturally Disadvantaged Child** by Crow, Murray, and Smith; **Child Development and Personality** by Mussen, Conger and Kagan; three films, "Shyness" (23 min.), "Who Cares About Jamie" (16 min.), "The Conscience of a Child" (29 min.). Materials included are study and response sheets for readings and films, observation sheets and self tests. Learning experiences are largely cognitive — reading and film viewing, three child-observations, and two seminars. Completion time — 20 to 25 hours.

EVALUATION: An optional pre-assessment permits testing out of the WILKIT. Proficiency assessment includes a written examination and conference with faculty advisor.

■ GROWTH AND DEVELOPMENT THROUGH ADOLESCENCE

DISTRIBUTOR: Doane College LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of: (1) 4 general

types of growth; (2) heredity versus environment controversy; (3) observable difference in growth and development; and (4) physiological and psychological growth.

DESCRIPTION: Depth Packet #6 (9 pages) prepares the student in understanding child growth and development through the viewing of films, reading and study of recommended texts and enclosed packet articles, and viewing a videotape. The student then participates in a discussion seminar debating the heredity and environment issue, visits an elementary class for observation of growth and development differences, and develops a research paper focusing on a particular age student and his corresponding physiological and psychological growth. Pack utilizes but does not include: films, videotapes, and recommended texts. It includes 2 articles: "Basic Assumptions in Child Study" and "Family Life." Completion time — 25-30 hours.

EVALUATION: By faculty advisor in oral examination.

■ GROWTH AND DEVELOPMENT THROUGH ADOLESCENCE

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea., Coun. Super.

OBJECTIVES: Display comprehension of the following: (1) general principles of early child growth and development; (2) relationship between mental attitudes and school success; (3) relationship between physical maturation and total development; (4) emotional needs of adolescents; and (5) social development as it relates to individual behavior.

DESCRIPTION: This WILKIT #15 (25 pages) deals with general principles of early child growth and development and then focuses on physical, emotional, and social development of adolescents. Learning experiences include readings, viewing a videotape, observing junior or senior high school students with respect to aspects of adolescent behavior, and then discussing activities in a seminar. Materials utilized but not included in the WILKIT are: **The Psychology of Adolescence** by Jersild; **The Psychology of Human Growth and Development** by Baller & Charles; **Educating the Culturally Disadvantaged Child** by Crow, Murray, and Smythe; and an 11-minute videotape, "Tense Imperfect." Materials included are observation and response sheets and self test. Completion time — 15 to 20 hours.

EVALUATION: A self-test is provided for self-evaluation. Proficiency assessment includes a written examination and consultation with faculty advisor.

■ GROWTH IN READING

DISTRIBUTOR: TEA
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: All

DESCRIPTION: This in-service kit for use in reading workshops contains five programs. Each program may be used separately or the entire program may be presented. The programs are: (1) *Reading Readiness for Today and Tomorrow;* (2) *Word Recognition and Reading;* (3) *Getting Deeper Meaning in Reading;* (4) *Study Skills in the Content Areas;* and (5) *Increasing Reading Rate.* The kit contains 5 lecture-tapes by Nila Blanton Smith; 47 transparencies for discussion, review, and extension of the lectures; leader's guide; and appropriate questions for discussion. Completion time — 15 hours.

■ GROWTH PRODUCING RELATIONSHIPS, Gordon Lawrence, et al

DISTRIBUTOR: Panhandle
COST: $ .70
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: The teacher trainee will interact constructively with other adults by demonstrating that he is approachable, responsive, and supportive.

DESCRIPTION: This module (91 pages) requires the teacher trainee to read articles dealing with feedback and then practice giving feedback. The teacher trainee then engages in activities designed to improve his abilities to listen and to cooperate with other people, diagnose classroom problems, learn about behavior, improve discussions, make decisions, improve group member interaction, and so forth as they apply to relations with other people. All instructional materials are included in the module.

EVALUATION: The pre-assessment is a self-evaluative questionnaire taken by the teacher trainee which indicates the teacher trainee's abilities to interact constructively; criteria given. The post-assessment is composed of a questionnaire to be filled out by 5 teachers on the teacher trainees, indicating the teacher trainee's abilities to interact constructively; criteria given.

■ GUIDED STUDY (Part I) and HOMEWORK (Part II)

DISTRIBUTOR: NEA-ACT
COST: $14.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This filmstrip draws upon research on the psychology of learning, especially motivation and reading. Part I discusses effective study methods, the role of the teacher in guiding study, trends in supervised study, and improved study halls. To reinforce good study methods in home assignments, Part II examines various kinds of assignments, how much should be given, how to present assignments, problems that arise, and how a teacher might modify homework policies for best results. The central theme throughout is enhancing students' ability to study and learn through developing quality study habits. A booklet and a film guide accompany this filmstrip. Individual copies of the booklet **Guided Study and Homework,** may be purchased at $.35 each. Completion time — 11 min.

Part of Series: **What Research Says to the Teacher.**

■ GUIDELINES FOR DEVELOPMENT OF LIFE EXPERIENCE UNITS

DISTRIBUTOR: Iowa
COST: $185.00
RENTAL: $9.55
LEVEL: Spec. Ed.
AUDIENCE: Tea.

DESCRIPTION: A step-by-step program for designing units which contribute effectively to the total curriculum. It explains how a single unit topic can be broadened to include experiences in arithmetic, communications, health, social, safety and vocational skills. A sample lesson shows how a total unit can be broken down into a series of limited goals suited to the needs of retarded children. 16mm/b&w/39 min.

■ GUIDING BEHAVIOR

DISTRIBUTOR: Churchill
COST: $125.00
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film is designed to show the effect of adult guidance on children's group experiences and on their behavior. The film is arranged in a series of incidents: a runaway on a walk, a test of wills ("It's mine!"), play on potentially dangerous equipment, restlessness and inattention during a story, a conflict between group and individual needs, and a tantrum. Each incident develops a problem on how a teacher of 3, 4, and 5-year olds should handle the problem. For the purpose of discussion both examples of skillful handling and mistakes are included. 16mm/b&w/20 min.

HALF-LIFE EXPERIMENTS

DISTRIBUTOR: Holt, R, W
LEVEL: High
COST: $112.00
AUDIENCE: Tea.

OBJECTIVES: Demonstrate radioactive half-life experiments in which students isolate Thalium 208 and lead 212 and measure their half-lives.

DESCRIPTION: In this Project Physics film, one teacher shows another half-life experiments in which students can isolate Thalium 208 and lead 212 and measure their half-lives. The teachers also discuss half-life analogue experiments, including the use of multi-face dice (8 and 20-sided) which illustrate growth and decay in a radioactive series and the familiar capacitator discharge. 16mm/b&w/26½ min.

HANDBOOK FOR THE DEVELOPMENT OF INSTRUCTIONAL MODULES IN COMPETENCY-BASED TEACHER EDUCATION PROGRAMS, Robert L. Arends, John A. Masla, and Wilford A. Weber

DISTRIBUTOR: Center Study Teaching
LEVEL: All
AUDIENCE: All
COST: $3.00

OBJECTIVES: To help the reader become better able to select and to develop competency-based instructional modules. While intended for teacher education, the book has implications for anyone concerned with the development of instructional materials which are referenced to specified objectives.

DESCRIPTION: The book provides the reader with information concerning various aspects of instructional modules, gives suggestions regarding dimensions to be considered in selecting or developing modules, presents a checklist useful in evaluating modules, and provides several sample modules. Information is presented in a straightforward, practical manner.

EVALUATION: A checklist which the reader can use in self-evaluation of his efforts to develop a module is provided.

HANDWRITING, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C.
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: All

OBJECTIVES: Student will be able to demonstrate legible handwriting in either manuscript or cursive script on paper, on the chalkboard, and on chart paper. Student will be able to diagnose children's handwriting and demonstrate competency in improving their handwriting skills.

DESCRIPTION: In the module (19 pages) learning activities include: read from Anderson, and Noble and Noble; analyze own handwriting according to enclosures; practice to improve handwriting; collect handwriting samples of 3 children and diagnose each using enclosed Checklist for Diagnosing Children's Writing; write a lesson plan to meet one handwriting need; and teach the lesson while being observed — showing evidence that children have improved in the skill taught.

EVALUATION: Pre-test demonstration of ability to meet objectives. Post-test completion of enclosures and assessment of lesson taught.

HANDWRITING (MANUSCRIPT AND CURSIVE)

DISTRIBUTOR: WILKIT
LEVEL: Elem.
COST: $1.50
AUDIENCE: Tea.

OBJECTIVES: Demonstrate: (1) knowledge and ability to utilize manuscript and cursive writing; and (2) ability to teach and evaluate writing skills.

DESCRIPTION: WILKIT #35 (23 pages) has three phases. Initially, the student diagnoses according to enclosed Zaner-Bloser Packet and practices, if necessary, self-improvement in his own writing. In the second part, the student studies enclosed articles, completes accompanying study guides, and listens to an audiotape on handwriting. Thirdly, the student demonstrates ability to teach a handwriting skill to a group of peers and evaluates enclosed handwriting samples. Module utilizes but does not include extensive reading recommendations and audiotape.

EVALUATION: Proficiency assessment by faculty advisor on handwriting ability; written examination and evaluation of handwriting samples.

HELPING OUT-OF-TUNE SINGERS; PITCHING AND TEACHING A ROTE SONG, Samuel D. Miller.

DISTRIBUTOR: Houston T.C.
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: To choose and properly pitch an appropriate song for his class and teach it by rote using the phrase, whole song, melody instrument, or record method.

DESCRIPTION: The module (3 pages), MUS-003.00 (HOU), provides for several learning alternatives: (1) recommended readings, (2) seminars, (3) several independent study activities, and (4) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures call for the intern to choose and properly pitch an appropriate song for his class and to teach that song by rote using the phrase, whole-song, melody instrument, or record method.

HEY CAB!

DISTRIBUTOR: Holt, R, W
LEVEL: All
COST: $140.00
AUDIENCE: All
RENTAL: $15.00

OBJECTIVES: Describes some pragmatics of racism through dramatization of actual occurrence of everyday racism.

DESCRIPTION: Film dramatizes the true-life experience of a black journalist trying to hail a cab; he is by-passed by one, splashed on by another, and served only by one stopped by a red light. The film examines practical problems of racism through this brief episode. Questions of who is right and where does it stop sets pace of film. Based on Letter to a Black Boy. 16mm/color/10 min.

HI, SCHOOL! — MAKING THE CURRICULUM RELEVANT

DISTRIBUTOR: I/D/E/A
LEVEL: High
COST: $225.00
AUDIENCE: Tea.
RENTAL: $12.00/3 days

DESCRIPTION: The film focuses on the problem of relevant curriculums. Actions and programs presently underway in established high schools are depicted, and provide an idea resource for educators seeking ways to change their programs. 16mm/color/26 min.

HIGHER-COGNITIVE QUESTIONING

DISTRIBUTOR: Macmillan
LEVEL: Mid.
COST: $1080.00
AUDIENCE: Tea.
RENTAL: $165.00

OBJECTIVES: To increase teacher skill in: (1) using various

types of higher-cognitive questions; (2) analyzing the quality of student answers; and (3) improving the quality of student answers by asking probing questions.

DESCRIPTION: Minicourse 9 contains about 15 hours of training and consists of 6 films, a teacher handbook, and coordinator handbook. In each lesson the teacher learns several types of higher-cognitive questions by studying a brief handbook chapter, an instructional film, and a model film. He then practices using these questions by conducting microteaching discussions that include about 6 students from the teacher's classroom and are videotaped for later feedback. Stress is placed on using probing, analysis, synthesis, and evaluation questions.

EVALUATION: As compared to a control group, teachers who have taken the course ask a significantly greater percentage of higher-cognitive questions, elicit longer student responses, and elicit more higher-cognitive responses.

■ HIGHER EDUCATION: WHO NEEDS IT?

DISTRIBUTOR: Carousel
COST: $275.00/b&w
$575.00/color
LEVEL: College
AUDIENCE: Tea., Adm., Coun.,

DESCRIPTION: This documentary film provides examples of the problems of college graduates securing employment in their area in today's job market. Statistics regarding graduated teachers and the shortage of teaching positions in the state of Michigan are provided. The film implies that a change in educational policy is necessary. 16mm/b&w-color/51 min.

■ HISTORIANS METHOD OF INQUIRY, Edwin Fenton

DISTRIBUTOR: Holt, R, W
COST: $475.00 (5 films)
RENTAL: $91.00 for all; $19.00 each
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Develop skills required of historian such as classifying information, proving an hypothesis, deciding what is fact, asking questions, and dealing with mind set.

DESCRIPTION: Five films depict discussions and demonstrations by Fenton on the use of the inquiry approach in the classroom. The films are: "How the Historian Classifies Information." "How the Historian Proves an Hypothesis," "How the Historian Decides What is Fact," "How the Historian Asks Questions," and "How the Historian Deals with Mind Set." All films utilize material from Holt Social Studies Curriculum in Fenton-taught classes. 16mm/b&w/27 min. each.

■ HISTORICAL HIGHLIGHTS IN THE EDUCATION OF BLACK AMERICANS, Tinsley Spraggins

DISTRIBUTOR: NEA
COST: $10.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This multi-media kit contains the following material designed to give an overview of the history of Black education: (1) sound-filmstrip (80 frames, 22 minutes) gives concise description of events and movements in the history of the education of the Black American; (2) booklet complements the filmstrip with the addition of historical references and bibliography (Cost $.50); and (3) displays (11 feet long, 3 panels) adapts easily into various spaces and depicts the history of 350 years of Black education in the United States.

■ HISTORY AND CULTURE OF THE MEXICAN-AMERICAN: HISTORICAL PERSPECTIVE, Ralph Vigil

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Defines ethnic terminology; (2) analyzes Mexican-American history; (3) differentiates between Spanish and Mexican heritage; (4) defines La Raza; and (5) compiles bibliography pertaining to Mexican-American history and culture.

DESCRIPTION: In module III:A-2 (46 pages), student has choice of reading supplied material or listening to tape on Mexican-American history and culture. Supplementary bibliography included but not required. Module includes paper (42 pages) defining Mexican-American and race, giving a historical survey of Mexican-Americans, describing the culture of the Mexican-American and language of La Raza, and giving a survey of Mexican immigration to the United States. Completion time — 20 hours.

EVALUATION: No pre-test provided. Post-assessment is written examination with no criteria for instructor evaluation provided.

■ HISTORY AND DEVELOPMENT OF CHILDREN'S LITERATURE, Estella L. Clark

DISTRIBUTOR: Grambling T.C.
COST: Consult Distributor
LEVEL: E. Ch., Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: The module contains 5 behavioral objectives; these call for the intern to understand and describe the development of children's literature.

DESCRIPTION: The module (9 pages) calls for the intern to read from several suggested sources, attend lecture-discussions, and/or design his own instructional activities.

EVALUATION: A pre-test and a post-test are provided. These are pencil-and-paper tests.

■ HISTORY AND PHILOSOPHY OF EDUCATION: ESSENTIALISM

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Student demonstrates understanding of Essentialism by: (1) describing its common elements; its pedagogical, psychological and social concepts; its subsystems, idealism, and process structure; (2) identifying authors of quotations from the system; and (3) relating Essentialism to current educational practices.

DESCRIPTION: In module I:F-2 (15 pages), the student has choice of readings from Strain's survey and from Plato, attending lectures, or picking his own alternatives. Questions and situations are given to serve as advance organizers for the choices. The readings are utilized but not provided with the module. Completion time — 5 hours.

EVALUATION: Pre-test is written examination evaluated by the instructor with no criteria provided. The post-test is an alternate form of the pre-test with evaluation by conference with no criteria provided.

■ HISTORY AND PHILOSOPHY OF EDUCATION: PERENNIALISM

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrates understanding of perennialism by: (1) describing its common elements; its pedagogical, psychological and social concepts; and its subsystems of humanism and existential phenomenology; (2) identifying authors of quotations from the system; and (3) relating perennialism to current educational practices.

DESCRIPTION: In module I:F-3 (15 pages), student has choice of selecting readings from Strain's survey, attending lecture, or creating own alternative. Study questions are provided to serve as advance organizers for the readings. The

readings are utilized but not provided. Completion time — 5 hours.

EVALUATION: Pre-test is written examination evaluated by the instructor with no criteria provided. Post-test is alternate form of pre-test with no evaluative criteria supplied for instructor.

■ HISTORY AND PHILOSOPHY OF EDUCATION: PROGRESSIVISM

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Student demonstrates understanding of Progressivism by: (1) describing its common elements; its pedagogical, psychological and social concepts; and its subsystems of naturalism and experimentalism; (2) identifying authors of quotations from the system, and (3) relating progressivism to current educational practices.

DESCRIPTION: In module I:F-2 (15 pages), the student has a choice of selected readings from Strain's survey and from Rousseau, attending lectures, or picking his own alternatives. Questions and situations are given to serve as advance organizers for the alternatives. The readings are utilized but not provided with the module. Completion time — 5 hours.

EVALUATION: Pre-test is written examination evaluated by the instructor with no criteria provided. The post-test is an alternate form of the pre-test with evaluation by conference with no criteria provided.

■ HISTORY OF MINORITY GROUPS: THE BLACK EXPERIENCE, Delores P. Graham

DISTRIBUTOR: Hartford T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: All

OBJECTIVES: An operational and performance objective are specified in each module. The purpose of the modules is to increase the student's understanding regarding the history of American Blacks; the student traces the Black culture from its African roots to the present time.

DESCRIPTION: This set of materials (65 pages) contains 7 modules: (1) *The African Heritage;* (2) *From Indentured Servant to Slave;* (3) *Slavery in the United States;* (4) *Reactions to Slavery;* (5) *Contributions of Black Americans;* (6) *The Political Question: Compromises;* and (7) *Responses to Racism: Civil Rights Movement.* Instructional alternatives are quite varied; they include: (1) recommended readings, (2) numerous films, (3) audiotapes, (4) small group discussions, (5) filmstrips and records, and (6) student options. Rather extensive Appendix materials are included.

EVALUATION: The materials do not contain assessment materials but do mention their availability; the nature of the objective suggests that they are cognitive in nature.

■ HOME-SCHOOL INTERACTION

DISTRIBUTOR: Bank Street Films
COST: $35.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: Three episodes illustrate both the involvement of parents in the school program and the program's outreach to parents in their homes. 16mm/b&w/11 min.

■ HOW CAN THE CURRICULUM FOR INDIVIDUALIZED EDUCATION BE DETERMINED? John Goodlad and Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: Elem., Mid.
AUDIENCE: Tea., Adm.

DESCRIPTION: In film-lecture presentation, John Goodlad discusses current trends in curriculum for personalized education. He relates academic content, teaching skills, and school organization with individual differences of learners. 16 mm/b&w/35 min.

Part 5 of Series: **How to Provide Personalized Education in a Public School**

■ HOW CAN YOU APPLY TEAM-TEACHING AND NON-GRADING TO YOUR SCHOOL? John Goodlad and Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: Elem., Mid.
AUDIENCE: Tea., Adm.

DESCRIPTION: In film-lecture presentation, Madeline Hunter discusses elements of teaching style and peer group composition and how they affect placement of students in instructional groups. She presents practical decision-making problems that principals and teachers confront in applying team teaching and non-grading to the classroom. 16 mm/b&w/35 min.

Part 4 of Series: **How to Provide Personalized Education in a Public School.**

■ HOW CAN YOU MAKE INDIVIDUALIZATION WORK IN YOUR SCHOOL SYSTEM? John Goodlad and Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: Elem., Mid.
AUDIENCE: Tea.

DESCRIPTION: In film lecture presentation, Madeline Hunter explains how to utilize controllable school factors in individualizing instruction in terms of content, assignments, and teaching methods. Her examples and suggestions are geared for use in any given school situation with existing faculty and factors. 16 mm/b&w/35 min.

Part 2 of Series: **How to Provide Personalized Education in a Public School.**

■ HOW CHILDREN LEARN — THE TURNED-ON CLASSROOM

DISTRIBUTOR: N.B.C.
COST: $275.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: "Turned-on classrooms" are beginning to appear all over the country. New techniques that free creativity of children are being used in various types of schools at all age levels. This film spotlights the changing methods that focus on the individual needs of children. Instead of good teaching situations, the emphasis has shifted to good learning situations — to teaching people, not subjects. According to this overview more children can now learn in fertile educational environments with greater emphasis on developing their total personalities. 16 mm/color/23 min.

■ HOW THE HISTORIAN CLASSIFIES INFORMATION

DISTRIBUTOR: Holt, R, W
COST: $90.00
LEVEL: High
AUDIENCE: All

DESCRIPTION: Edwin Fenton demonstrates an inductive approach to teaching in this film series dealing with the historian's method of inquiry. This film stresses the role of the teacher as questioner and listener in developing students' critical thinking along with the mastery of content. Students learn by categorizing information that classification schemes can derive from many disciplines and frames of reference. An

emphasis is placed on providing conditions which encourage flexible, creative ways of classifying. 16mm/b&w/30 min.
Part of Series: **The Historian's Method of Inquiry.**

■ HOW THE HISTORIAN DECIDES WHAT IS FACT

DISTRIBUTOR: Holt, R, W — LEVEL: High
COST: $90.00 — AUDIENCE: All

DESCRIPTION: This film demonstrates new approaches to the social studies curriculum and teaching methods in the high school classroom. Edwin Fenton uses the inductive approach to teach the historian's method of inquiry — here "deciding what is fact" by analyzing the Hungarian Revolution from both United States and Russian frames of reference. 16mm/b&w/28 min.
Part of Series: **The Historian's Method of Inquiry.**

■ HOW TO BUILD AN INSTRUCTIONAL PACKAGE, D. Igl

DISTRIBUTOR: U of Wis.-Stout — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: Using references, participant constructs an instructional package containing: (1) an informative title, (2) introduction (if appropriate), (3) any necessary definitions, (4) technically and structurally correct behavioral objectives, (5) pre- and post-tests, (6) correct directions for sequencing the package, (7) variety of learning activities from which the student can choose, (8) technically correct subject matter, and (9) appropriate self-tests and feedback on the self-tests.

DESCRIPTION: Module (21 pages) contains a brief one or two page description of the 9 aspects of an instructional package as listed in the objectives. Descriptions include directions for development and No. 9 has questions to aid in self-analysis of item. Completion time — 5-10 hours.

EVALUATION: Evaluation is on the basis of completed instructional package as evaluated by the instructor.

■ HOW TO CONDUCT A MEETING

DISTRIBUTOR: Centron — LEVEL: Mid., High
COST: $155.00 — AUDIENCE: Tea.

DESCRIPTION: This film demonstrates the advantages of using parliamentary procedures in a meeting. Through both meetings using and not using this procedure, the film points out how the use of rules of order simplifies matters and avoids lapses in procedure. 16mm/color/12 min.
Part of Series: **Communications — Speech**

■ HOW TO GET INDIVIDUALIZATION STARTED, Edith Buchanan and Barbara Fischer

DISTRIBUTOR: Special Purpose — LEVEL: Elem., Mid.
COST: $150.00 — AUDIENCE: Tea.
RENTAL: $45.00/3 days

DESCRIPTION: Film shows classroom examples of student differences diagnosed in terms of learning style, interest, degree of independence, and environmental background. Remedial procedures for adjusting these differences are exemplified through math, reading and social studies areas. The film is designed to provide practical suggestions for application in self-contained classrooms or team teaching situations. Full set of workshop materials is supplied with film purchase. 16 mm/b&w
Part 1 of Series: **Teacher to Teacher — On Individualization**

■ HOW TO GET INDIVIDUALIZATION STARTED — A FURTHER EXPLORATION, Edith Buchanan and Barbara Fischer

DISTRIBUTOR: Special Purpose — LEVEL: Elem., Mid.
COST: $150.00 — AUDIENCE: Tea.
RENTAL: $45.00

DESCRIPTION: This film shows classroom examples of student differences diagnosed in terms of learning style, interest, degree of independence, and environmental background. Remedial procedures for adjusting these differences are exemplified through math, reading, and social studies areas. The film is designed to provide practical suggestions for application in self-contained classrooms or team teaching situations. Full set of workshop materials is supplied with film purchase. 16 mm/b&w.
Part 2 of Series: **Teacher to Teacher — On Individualized Instruction.**

■ HOW TO GET YOUR CHILD TO LISTEN TO YOU and HOW TO LISTEN TO YOUR CHILD

DISTRIBUTOR: NEA — LEVEL: Elem.
COST: $15.00 — AUDIENCE: All, Parents

DESCRIPTION: This kit is intended for parents of children at all grade levels. A complete script for each of the 2 filmstrips follows its companion record. The two filmstrips can be used together or separately. This kit contains: two 10-minute color filmstrips; two 12-minute 33-1/3 records; and one copy of a 16-page booklet, "A Briefing for Parents: How to Get Your Child to Listen to You and How to Listen to Your Child." This can be used in teacher-staff development as well as with parent-teacher discussion groups.

■ HOW TO PREPARE TEACHING PERFORMANCE TESTS

DISTRIBUTOR: Vimcet — LEVEL: All
COST: $17.00 — AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape presentation (#19) examines the merits of a teaching performance test as an evaluation of teacher instructional proficiency. Description of a teaching performance test and attributes which effective tests must have are also discussed.

■ HOW'S SCHOOL, ENRIQUE?

DISTRIBUTOR: AIMS — LEVEL: All
COST: $240.00 — AUDIENCE: Tea.
RENTAL: $25.00/1-3 days

DESCRIPTION: This film deals with the symptoms of alienation within the educational system and the attendant failure this often implies. It contrasts a subject-oriented department chairman whose attitude toward minorities is "let them learn a trade," with a compassionate "English is a second language" teacher. The film deals largely with the problems of the Mexican-American youngster in an often hostile anglo society. 16 mm/color/18 min.

■ HUMANIZING EDUCATIONAL OBJECTIVES

DISTRIBUTOR: Vimcet — LEVEL: All
COST: $17.00 — AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape program (#28) demonstrates instructional technology that can have positive impact in classrooms. Examples are provided where measurable objectives are formulated for social and personal developmental goals. Procedures for systematically involving individual learners in the selection of their objectives are also described.

I AM A TEACHER AIDE

DISTRIBUTOR: Bank Street Films
COST: $10.00
RENTAL: None
LEVEL: All
AUDIENCE: Tea., Sub-prof.

DESCRIPTION: This focuses on 4 aspects of teacher-aide teamwork: the aide who lives in the community, the curriculum that develops when two adults work together in the classroom, the aide's analysis and awareness of how she helps the children, and the teacher's responsibility for the aide's development. Filmed over a period of 2 weeks in a school in Nashville, Tennessee, it vividly portrays effective working patterns that seem to maximize the learning environment for children. Discussion guide available. Filmstrip/record/13 min.

I AM ALSO A YOU, Bruce Kerner

DISTRIBUTOR: Pyramid
COST: $160.00
RENTAL: $15.00
LEVEL: All, College, Adult
AUDIENCE: All

DESCRIPTION: This film shows the common ground between different religions, societies, generations, and centuries by juxtaposing quotations from thinkers and philosophers with accompanying visual scenes and portraits. It is an open-ended film which provides for viewer involvement of personal value schemes. 16mm/color/13 min.

IDENTITY SOCIETY, William Glasser

DISTRIBUTOR: Media Five
COST: $225.00/audio-cas., $300.00/film
RENTAL: $35.00
LEVEL: All
AUDIENCE: Tea., Adm., Coun.

DESCRIPTION: In this film Glasser explains the major cultural shift that is permanently affecting our lives and schools. He looks closely at today's students — why they seem so different and why many of them are restless and unresponsive when it comes to their education. The film gives insight into those students who do not respond to classroom goals. 16mm/color/28 min.

IDENTIFYING AFFECTIVE OBJECTIVES, W. James Popham

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #10 provides a 4-step strategy for designing affective objectives and gives the viewer practice in using the strategy. Instructor's manual is included. Completion time — 30 min.

I DON'T WANT TO QUESTION YOUR PROGRAM, BUT . . .

DISTRIBUTOR: Special Purpose
COST: $77.00
RENTAL: $15.00/3 days
LEVEL: Elem., Mid.
AUDIENCE: Tea.

DESCRIPTION: This film shows a parent-teacher conference in which a displeased mother questions the reading program. As the film-episode progresses, the teacher realizes the need for the school counselor. Film is designed so that it may be stopped for audience discussion. 16mm/b&w/14 min.
Part of Series: Open for Discussion

IF THESE WERE YOUR CHILDREN

DISTRIBUTOR: Met. Life
COST: Consult Distributor
RENTAL: Free Loan
LEVEL: E. Ch., Elem. Mid.
AUDIENCE: Tea., Adm., Coun., Sub-prof., Psychol.

DESCRIPTION: This two-part film depicts the activities and behavior of a group of second grade children with their teacher during a schoolday. Child care experts discuss the children's behavior and indicators of emotional difficulties. 16mm/b&w/I, 28 min.; II, 22 min.

I.G.E. AGENCY KIT AND SCHOOL KIT

DISTRIBUTOR: I/D/E/A
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea., Adm., Super.

OBJECTIVES: The goal of Individually-Prescribed Education (I.G.E.) is to provide an organizational framework and an instructional system for individualized instruction. The objectives of these kits are to provide: (1) an overview for staff and community; (2) an outline for implementation of I.G.E.; (3) descriptions of the I.G.E. Learning Program and use of multi-age grouping and learning styles; and (4) materials for implementation and assessment of the I.G.E. program.

DESCRIPTION: The I.G.E. School Kit contains the following publications: **IGE Implementation Guide; IGE Overview Brochure; IGE Unit Operations and Roles; IGE Learning Program; IGE Principals' Handbook; IGE Multi-Age Grouping; Learning Styles; IGE League Handbook; Color Me IGE; IGE Assessment Book; and Unit Study Guide Kit.** The Agency Kit contains the above publications and two others: **Teacher Outcome Cards and Intermediate Agency Manual.** Publications are also available separately.

EVALUATION: Assessment of the child and of the instructional program are described in detail in several of the publications.

I.G.E. FILMSTRIP KIT

DISTRIBUTOR: I/D/E/A
COST: $210.00 or $14.00 each
LEVEL: Elem.
AUDIENCE: Tea., Adm.

OBJECTIVES: The objectives of this kit are to provide an overview of the individualized instructional program of I.G.E., to orient school staff and community to the I.G.E. Program, and to provide specific illustrations and suggestions to staff members for implementing I.G.E.

DESCRIPTION: This kit contains 15 filmstrips with accompanying audio-cassettes and study guides. Each filmstrip concentrates on one aspect of the I.G.E. program. Titles are available separately and many are applicable to implementing individualization in general. In several of the filmstrips, suggested projection stops provide opportunities for discussion and practice in performing those activities necessary to individualizing instruction. Titles are: "The I.G.E. Learning Program"; "Organized for Learning"; "I.G.E. Learning Modes"; "Performance Testing and Observation"; "The I.G.E. Planning System"; "Building the I.G.E. Learning Program"; "A Reach for Tomorrow"; "The I.G.E. League"; "Communicating with Parents"; "I.G.E. Implementation"; "Managing the I.G.E. Learning Environment Parts I, II, III"; "What It's Like to be in I.G.E."; and "Special Resources Teacher."

EVALUATION: Assessment of the child and of the instructional program are described in detail in several of the filmstrips.

I JUST DON'T DIG HIM

DISTRIBUTOR: IFB
COST: $150.00
RENTAL: $10.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Dramatize the problem of lack of communication between parent and child to improve the teacher's insight into the problems of adolescents.

DESCRIPTION: Dramatization of problems between a father and his 14-year old son begins with a lack of explanation for late arrival at home. The events of the day suggest how father and son can learn to accept each other more realistically as individuals with strengths and weaknesses. Open-ended film concludes with hint that the son and father will improve their relationship but not unless a concrete rapport is established. 16mm/color/11½ min.

■ I'M NOT TOO FAMOUS AT IT

DISTRIBUTOR: McGraw Hill LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Adm., Coun.

DESCRIPTION: This film is concerned with definition of learning disabilities in children. It shows common characteristics and elaborates on these by suggesting causes for the actions of children demonstrating such characteristics. The second phase of the film deals with methods of remediation and focuses on specific problems children and teachers must overcome. 16mm/b&w/35 min.

■ IMAGE IN A MIRROR

DISTRIBUTOR: Holt, R, W LEVEL: All
COST: $120.00 AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for interpreting problems in testing bright students with no self-confidence.

DESCRIPTION: Concerned with student who has high test anxiety in spite of excellent report cards. Open-ended conclusion used with teacher striving to find a way to increase student's self-confidence. Study guide available. 16mm/color/8½ min.

Part of Series: Critical Moments in Teaching

■ IMPACT: A COMMUNITY SIMULATION

DISTRIBUTOR: Inst. Sim. LEVEL: High, College Adult
COST: $160.00 AUDIENCE: All

OBJECTIVES: Demonstrate understanding of constraints, roles, associations, and processes of community life in a problem-solving context.

DESCRIPTION: The simulation game, designed for about 30 players, creates an imaginary community, Libertyville, populated with participants who assume specific identities, life histories, occupations, memberships in various associations, and who have something "at stake" in Libertyville. Each participant/role is assigned to one of 13 groups in Libertyville ranging from the Country Club to a Planning Commission. Each association has a frame of reference for its members, although each participant brings his own interpretation and past community experience to the enactment of his role as an individual and in the group. Individuals meet with various groups or make contacts with other players on a one-to-one basis in an effort to discuss and to involve themselves in community issues, initiating action according to the action alternatives specified by their role definitions. Game play is to simulate at least 4 weeks of activity, with individuals meeting and discussing issues in an attempt to influence the final outcomes of decisions in Libertyville. The process of game scoring can be varied according to the age group, general objectives, and need of participants in the game Game materials include: identity unit with biographic sketch, memberships in community associations, general life orientation, problem position unit with specified position on some problems, personal problems, calendar of community meetings, rules and alternatives of scoring and game play, description and brief overview of Impact, learning objectives, rules of initiation and termination of game play, town map, calendar, and additional materials for game description.

■ IMPROBABLE FORM OF MASTER STURM — THE NONGRADED HIGH SCHOOL

DISTRIBUTOR: I/D/E/A LEVEL: High
COST: $125.00 AUDIENCE: Adm., Coun.
RENTAL: $7.50/3 days

DESCRIPTION: This film shows a high school which has been nongraded for more than 10 years and provides the viewer with highlights and ramifications of nongradedness. The film's basic premise is that proper guidance can transform any individual's school experiences into a positive one. Completion time — 13 min.

■ INCIDENT ON WILSON STREET

DISTRIBUTOR: ADL-BB LEVEL: Elem.
COST: $250.00 AUDIENCE: Tea., Parents

DESCRIPTION: This film shows an educational program designed for and implemented with a group of fifth grade children. The program, an all-day neighborhood school, demonstrates how to enrich the curriculum, and the effects of an enriched curriculum in meeting the needs of the underprivileged child. Teachers and students in action indicate the approach which provided success for this program. 16mm/b&w/50 min.

■ INCREASED LEARNING OBJECTIVES, Madeline Hunter

DISTRIBUTOR: Special Purpose LEVEL: All
COST: $175.00 AUDIENCE: All

DESCRIPTION: Madeline Hunter discusses the purpose of behavioral objectives in the teaching-learning process and illustrates how behavioral objectives can be structured to define precisely expected learner behavior and content. This film can be used by individuals or groups who are interested in constructing a behaviorally-based curriculum. 16mm/b&w/30 min..

■ INCREASING STUDENT PARTICIPATION, Dwight Allen, et al.

DISTRIBUTOR: General Learning LEVEL: All
COST: $395.00/4 elementary films & manuals; $395.00/4 secondary films & manuals; $775.00/8 films & manuals AUDIENCE: Tea.

DESCRIPTION: These multi-media materials model behavior and techniques for elementary and/or secondary school teachers Four 7-9 minute color films show experienced teachers (in either elementary or secondary school settings) working in four skill areas: "Reinforcement," "Recognizing Attending Behavior," "Silence and Nonverbal Cues," and "Cueing." Accompanying manuals provide skill drills, lesson evaluation sheets, film typescripts, training and micro-teaching procedures, and bibliographies. Students observe, discuss, and practice presented skills for pupil participation.

EVALUATION: Self-evaluation guides; micro-teaching assessment by pupils, colleagues, and supervisor.

Part of Series: Teaching Skills for Elementary and Secondary School Teachers.

■ INDIVIDUALIZED INSTRUCTION

DISTRIBUTOR: GPT LEVEL: Elem.
COST: $24.95 AUDIENCE: Tea.

OBJECTIVES: Learner can describe the basic dimensions of individualized instruction.

DESCRIPTION: Orientation to individualized instruction is provided through a 15-minute antimated filmstrip-cassette tape. It discusses objectives, individualized instruction, and criterion tests and how they relate to each other. It describes how a language arts program was individualized in Hawaii in grades K-6.

■ INDIVIDUALIZED INSTRUCTION; Wilford A. Weber

DISTRIBUTOR: Houston T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern become competent in describing, designing, implementing, and evaluating 4 approaches to individualizing instruction: (1) individually diagnosed and prescribed instruction; (2) self-directed instruction; (3) personalized instruction; and (4) independent study.

DESCRIPTION: The learning alternatives provided in this module (4 pages), GEN-004.00 (HOU), include: (1) recommended readings, (2) 6 filmstrips, (3) 46 case studies, (4) "Minicourse 8" materials, (5) direct observation, (6) guided practice teaching, (7) consultation with the instructor, and (8) intern-designed option.

EVALUATION: The pre-assessment and post-assessment procedures consist of 2 parts: (1) a pencil-and-paper test in which the intern describes the operational elements which characterize and distinguish 4 approaches to the individualization of instruction; and (2) a series of teaching situations in which the intern designs, implements, and evaluates the effectiveness of 4 approaches to individualization.

■ INDIVIDUALIZED READING, Jeanette Veatch

DISTRIBUTOR: Listener LEVEL: Elem.
COST: $58.00—$69.95 AUDIENCE: Tea.

OBJECTIVES: Define a personalized approach to the teaching of reading on a one-to-one teacher-student, self-selection basis. Includes practical techniques and necessary skills for the implementation of the program.

DESCRIPTION: Five audiotapes by Veatch on individualizing reading instruction. (1) "Introduction and Rationale": characteristics and overall rationale of teaching reading by the individualized, personalized approach, including use of child's own language, key vocabulary, self-choice of books by students. (2) "Mechanics and Practical Helps": detailed instructions for implementing the teaching of individualized reading in primary grades emphasizing physical environment, interest centers, and record-keeping. Includes bibliography. (3) "Beginning Reading": characteristics of getting reading started: decoding and encoding, teaching the alphabet through power words, using picture cards, and introducing beginning phonics with initial letter sounds. (4) "Individual Conference and Grouping": preparation for the individual conference is given including guidelines for conference, questioning techniques, and notebook forms. Leads into grouping giving types and duration of groups and coordination of individual conferences with group work. (5) "Teaching Skills": analysis of teaching reading based on rational foundations. Includes discussion of linguistics, relationship of reading and writing, analyzing writing, and suggestions on improving student's ability to read critically. Examples in classrooms given for these skills. Completion time — 5 hours.

■ INDIVIDUALIZED SECONDARY TEACHER EDUCATION PROGRAM, I-STEP SYLLABUS, Wallace Allred, et al.

DISTRIBUTOR: BYU-ISTEP LEVEL: High
COST: $4.00 AUDIENCE: Tea.

OBJECTIVES: To help future teachers: (1) learn more efficiently and effectively; (2) assume responsibility for their own learning; and (3) attain certification by: (a) demonstrating possession of specified knowledge, (b) performing required teaching behaviors, and (c) getting results with students by helping them attain a measurable increase in knowledge, skills, and attitudes.

DESCRIPTION: Describes procedures for progressing through the Individualized Secondary Teacher Education Program (I-STEP) at Brigham Young University. All objectives are listed; pre-assessment and evaluation procedures are described, and ideas to be formed are stated for each objective. Related objectives for each of 8 units are included. These units are: 1. "Introduction to I-STEP" — initial testing, applying for program, setting up placement file, contracting, meeting cooperating teacher, and a series of structured classroom observations. 2. "Administrative Aspects of Teaching" — legal and financial aspects of certification, contractual agreements, authority, and responsibility. 3. "Instructional Media Equipment and Methods" — demonstration of proficiency in the use of various equipment and materials; development of a resource file; construction of bulletin boards and displays; and preparation of mediated instructional packages. 4. "Understanding and Modifying Student Behavior" — understanding of adolescent development, reality therapy, reinforcement, punishment, and norm-setting for group management. 5. "Values" — value theory related to conflicts in self, school, and society; philosophical justification of values, and the use of value clarifying strategies. 6. "Interaction" — planning and micro-teaching lessons using inquiry techniques, non-oral teaching skills, and questioning; planning and micro-teaching lessons for concept and psychomotor skills development; and analysis of classroom interaction, reading levels, and psychomotor skill levels. 7. "Learning and Evaluation" — identifying and classifying objectives, analyzing objectives, sequencing objectives, and developing and analyzing tests. (Also included is information about types of learning and evaluation.) 8. "Public School Activities" —planning and implementing instruction and classroom management which applies techniques and theories previously learned at outcome level. Completion time — 1 semester.

EVALUATION: Evaluation is continuous as students demonstrate ability to perform required behavior at any time. Objectives require performance at 3 levels: knowledge, skills, and outcomes. Evaluation in the form of written tests or assignments, micro-teaching, and actual teaching situations correspond with objectives. Formative evaluation requires that students take written tests at the beginning and end of semester. To be used in conjunction with "Learning Activity Guide for I-STEP Syllabus."

■ INDIVIDUALIZING ELEMENTARY EDUCATION: BEHAVIOR MODIFICATION

DISTRIBUTOR: Ed. C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film shows classroom scenes in several elementary schools in California in which behavior modification techniques are in use. Strategies, reward systems, and principles for behavior modification are shown, as well as methods of implementing the technique. The results of the programs are demonstrated through the academic and behavioral changes in the students. 16mm/color/17 min.

■ INDIVIDUALIZING ELEMENTARY EDUCATION: OPEN PLAN CONCEPT, NONGRADED SCHOOL

DISTRIBUTOR: Ed. C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film, taken in several California elementary schools, shows open plan concept and nongraded school programs. Classroom scenes provide demonstration of characteristics, dimensions, curriculum, strategies, and teacher roles that have been used effectively in these programs. Open-ended curriculum, contract programs, individual evaluation, use of parent-aides and para-professionals, physical design of school plants and its relationship to the educational environment, individual work, and small group work are some of the concepts presented and demonstrated. Both the open plan concept and the nongraded school program emphasize the individual and his particular learning pattern and needs as fundamental in program design. 16mm/color/17 min.

■ INDIVIDUALIZING INSTRUCTION

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrates understanding of individualizing instruction by developing five strategies for individualization at a grade level of his choice.

DESCRIPTION: In module I:D-5 (26 pages), student has choice of discussing topic with instructor and peers; interviewing teacher utilizing skill and preparing an oral report on the project; visiting classroom utilizing skill and reporting on it; viewing slide-tape; or reading supplied material. Tape not supplied. Reading references are given but not required. Module includes paper defining individualized instruction and giving seven strategies for implementing it (19 pages). Completion time — 5 hours.

EVALUATION: Pre-test is self-scored, written examination. Post-test requires development of five strategies for individualizing instruction. Criteria for evaluation by instructor are not included.

■ INDIVIDUALIZING INSTRUCTION

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape (#21) provides alternative ways of devising instruction for the individual learner. The presentation examines various systems of individualized instruction and also presents specific instructional procedures suitable for large and small group instruction and independent study.

INDIVIDUALIZING INSTRUCTION IN MATHEMATICS

DISTRIBUTOR: Macmillan
COST: $1455.00
RENTAL: $207.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: To train teachers to teach modern mathematics and to provide individualized instruction in mathematics. Upon completion of the course, the teacher will effectively: (1) provide verbal praise; (2) ask diagnostic questions; (3) use demonstration techniques; (4) assign examples to evaluate learning; (5) assign examples for practice; and (6) organize the class for individualized instruction.

DESCRIPTION: Minicourse 5 provided about 13 hours of self-directed training and consists of 9 films, a teacher handbook, and coordinator handbook. In a typical lesson the teacher learns several teaching skills by studying a brief handbook chapter, an instructional film, and a model film. Participant then conducts several brief tutoring sessions which are videotaped or audiotaped so that he can receive feedback on his use of the skills.

EVALUATION: Findings indicate that the course accomplishes most of its behavioral objectives.

■ INDIVIDUALIZING READING INSTRUCTION IN THE CLASSROOM

DISTRIBUTOR: AIM
RENTAL: $7.50
LEVEL: Elem., Mid.
AUDIENCE: Tea., Super.

DESCRIPTION: Film describes advantages and conditions necessary for individualizing reading instruction. Example used is first graders who are learning to read through an individualized approach. 16mm/20 min.

■ INDIVIDUALIZING READING PRACTICES, Leland Jacobs

DISTRIBUTOR: Listener
COST: $58.00—$69.95
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Stress the teacher's role in developing better readers through an understanding of the areas in which children need support and guidance.

DESCRIPTION: Five audiotapes by Jacobs outline an individualized reading program. (1) "Questions and Overview": how to bring meaning to and take meaning from printed page. Issues covered are individualization vs. 3-group program, research in reading, individualizing program. (2) "Independent Work Period": gives importance of independent work and how to effectively use program including settling up classroom curriculum, and use of paraprofessionals. (3) "Individual Conferences": purpose, importance and preparation for their use. How to use, organize, schedule and time. (4) "Beginning Reading Practices": conceptualization print as code for new and reinforced experience. Use of various methods suggested. (5) "Reading Procedures": use and purpose for groups and groupings. Suggestions for skill practice, book selection, and remediation. Completion time — 5 hours.

■ INDIVIDUALIZING TEACHING AND LEARNING, Virgil Howes and Robert Keuscher

DISTRIBUTOR: Listener
COST: $68.00—79.95
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Detail a step-by-step progression for opening the primary classroom to total personalization of teaching and learning based on the British success with open structure and open education.

DESCRIPTION: Six audiotapes outline rationale, organization, and concerns in creating an open education program. (1) "What and Why": Keuscher defines individualized instruction giving reasons why it is needed in America: biological survival, need for rational responsible citizens, help children learn to adjust to a changing world, and most efficient educational method. (2) "Beginning Steps and the Environment": Keuscher outlines preconditions for open education: faith in children, revamped classroom environment, and personal, thorough knowledge of children. Strategies for beginning individualization are included: one subject-matter area, allocating block of time, and starting with small group of pupils. (3) "Pupil Choice and Decision Making." Howes describes how to combine freedom with order in the open classroom. (4) "Record-Keeping": Howes gives suggestions for record keeping to allay fears of outsiders, giving examples of students, teachers, and cumulative records. (5) "Questions, Concerns and Problems": Keuscher answers questions on how to sell program, train teachers, and suggestions for implementation of ideas in more traditional setting. (6) "The Teacher's Role": Howes describes new role of teacher in individualized instruction requiring more trust in learner, need for exciting motivation, open atmosphere, and being good responder and facilitator. How to put theory into practive. Completion time — 6 hours.

■ INDIVIDUALIZING THE ELEMENTARY CLASSROOM: INFORMAL CLASSROOM

DISTRIBUTOR: Ed. C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film, taken in the Grape Street Elementary School in Watts, shows classroom scenes of children working in an informal educational atmosphere. Educational requirements and instructional strategies for the open classroom are shown as students work in small and large groups and on individual and independent projects. The role of the teacher, rationale for program design, and the educational results demonstrated in the learning attitude and performance of the children are also shown. 16mm/color/10 min.

■ INDIVIDUALLY GUIDED EDUCATION (I.G.E.)

DISTRIBUTOR: I/D/E/A
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea., Adm., Sub-prof.

OBJECTIVES: I.G.E. was designed to prepare teachers to: (1) pre-assess students; (2) work as a unit to design a learning program suitable to the needs and learning styles of each child; (3) implement the learning program; and (4) provide post-assessment.

DESCRIPTION: I.G.E. is an in-service program to facilitate individualized instruction in a multi-unit organization, each unit having 3-6 teachers, 1-2 aides, and 75-150 children. The training is concerned with multi-age flexible grouping, different styles of learning, and development of learning programs toward fulfilling the objectives of the program. The participant views films, filmstrip/tape presentations, and reads printed materials during a 2-5 days pre-school staff workshop. This is a comprehensive program with extensive materials support. I.G.E. consultants are available. Most appropriate for elementary schools who have decided to individualize their programs. Completion time — 2-5 days for initial training, with continual study following.

EVALUATION: Participants are encouraged to assess the stated outcomes of the IGE program three times a year. Outcome cards list activities suggested to help realize desired objectives. This program is being employed in many elementary schools throughout the country, and training materials have undergone field tests and been revised.

■ INDIVIDUALLY GUIDED MOTIVATION

DISTRIBUTOR: R&D-Wisc
COST: See Below
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: To train teachers in 4 motivational-instructional procedures used to aid children low in motivation, achievement, or self-direction: (1) teacher-child, goal-setting conferences related to subject-matter learning; (2) adult-child conferences to promote independent reading; (3) small-group conferences to encourage self-directed, pro-social behaviors; and (4) guiding older students as tutors of younger students.

DESCRIPTION: The training package contains 5 sound-color films with one providing introductory information about the complete IGM system; each of the others explains one of the 4 IGM procedures. Steps are outlined for implementing the procedures and the using of the motivational principles. An edition of the book **Individually Guided Motivation: Guidelines for Implementation** is included. Five 16mm sound-color films, 15 minutes each, give an overview of 4 procedures. (Price: $350.00 for the set, $85.00 for each film. Rental: $2.00 per day plus $2.00 handling for each film.) **Individually Guided Motivation: Guidelines for Implementation**, by Herbert J. Klausmeier and others (experimental copy), is a detailed discussion of IGM, its elements, and its relation to IGE. (Price $3.00) **A System of Individually Guided Motivation**, by Herbert J. Klausmeier and others (Practical Paper No. 9), is a discussion of motivation principles and techniques as applied to IGM. (Price $1.00) Two day in-service workshops.

EVALUATION: This program has been and is presently undergoing extensive field testing.

■ INDUCING STUDENT-INITIATED QUESTIONS, Bruce McMillan

DISTRIBUTOR: Panhandle
COST: $ .35
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: In a classroom situation, trainee can effectively induce 15 student-initiated questions during a 15-minute time period using the following techniques: displays and bulletin boards, introduction of a topic, brainstorming a discrepant event, action with discrepant causes, and twenty-question type game.

DESCRIPTION: To meet the objectives of this B-2 module V-3 (14 pages), trainee reads the information sheet, memorizes the 5 techniques, and writes a descriptive example of each technique. To complete the module, trainee may or may not have a partner. (If trainee does not have a partner, he needs to use an audiotape recorder.) Trainee compares descriptive examples with samples in module, as well as his partner. Using technique practice sheet, trainee practices in a classroom situation, and the partner assists in evaluation of the practice. Technique practice sheet, technique evaluation sheet, information sheet, and answers to pre- and post-test are included in module. No outside materials are required for this module, unless trainee prefers to work with tape recorder. Completion time — 3 hours.

EVALUATION: Pre-test consists of six self-check items. Post-test requires trainee to use all of the techniques in a classroom situation. Evaluation of techniques will be performed by trainee and his partner.

■ INDUCTIVE STRATEGIES

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Student demonstrates an understanding of the concept attainment strategy by planning and teaching a lesson designed to teach a concept.

DESCRIPTION: In module I:D-2 (28 pages), student has choice of reading **Study of Thinking** by Bruner, viewing slide-tape of teaching concepts, reading supplied narrative, reading selections from supplied bibliographic list, or attending lecture. Study questions are supplied to serve as advance organizers. No evaluation is required for questions. Narrative (17 pages) describes the importance of using concepts, defines perceptual and conceptual behavior categories, and presents strategy for concept formation and attainment. Completion time — 10 hours.

EVALUATION: Pre-test and post-test require students to plan and teach a 10-20 minute lesson designed to teach a concept. Evaluation is by instructor and peers according to a supplied check list.

■ INDUCTIVE TEACHING FOR THE MENTALLY RETARDED

DISTRIBUTOR: Iowa
COST: $145.00
RENTAL: $7.70
LEVEL: Special Education
AUDIENCE: Tea.

DESCRIPTION: This film describes a new approach to teaching the mentally retarded, as developed by a group of educators at Yeshiva University. Inductive teaching evolved as an interaction technique teaches children how to think. Relevance of the technique to children at various levels of development is shown. 16mm/b&w/30 min.

■ INDUCTIVE VERBAL CONCEPT DEVELOPMENT, Paul A. Nelson

DISTRIBUTOR: Florida State
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can present a comprehensive statement of rationale concerning the design and use of the Inductive Verbal Concept Development (IVCD) technique including the theoretical basis and the application and value within school learning; (2) trainee can list, prepare materials for, and recognize in practice, each of the sequential steps of the technique and those attendant skills and behaviors necessary to produce the desired results; and (3) trainee can teach the IVCD technique to a small group of children over a one-week period.

DESCRIPTION: In this module (98 pages), the trainee studies selected materials on Taba, Piaget, and the IVCD technique, views and studies videotaped materials (a series of demonstration lessons and recordings of trainee's performance), participates in discussion seminars, and develops and constructs learning materials (picture boards). Trainee also diagnoses the conceptual processes of children and uses the information to design optimum learning conditions in micro-teaching situations. Included in the module are three readings (a description of the IVCD, information on Picture Board Construction, and description of the role of the teacher in IVCD) and 39 pages of selected transcripts from the videotapes. Trainee is directed to readings outside the module.

EVALUATION: No overall pre-assessment; self-evaluated pretests are included for each objective. Post-tests are included for each objective. No specific evaluative criteria are given. Trainee and instructor subjectively evaluate products and performance.

■ INFLUENCING HUMAN INTERACTION (INTERPERSONAL PROCESS RECALL), Norman Kagan

DISTRIBUTOR: MSU-ITS LEVEL: All
COST: $2,225.00/Film; AUDIENCE: All
$1,825.00/1" VTR. Leasing fees and costs of individual units available from distributor; instructor's manual available separately for $10.00

OBJECTIVES: To develop effective interpersonal communication skills. Specifically: (1) listening skills, e.g., exploratory responses, affective responses, mirroring or listening responses, and honest labeling responses; and (2) relating skills, e.g., ability to administer and receive both positive and negative feedback, ability to give empathetic support to others, ability to express honestly and accurately personal feelings and values, and the ability to engage children in intense, meaningful dialogue about normal, but troublesome interpersonal concerns.

DESCRIPTION: During the past 10 years a program has been developed for stimulating recall, by means of videotape recording, into a tool for the training of counselors, psychologists, psychiatrists, physicians, para-professional mental health workers, and school personnel. The program which finally emerged consistently provides significantly better results than traditional approaches to mental health treatment and basic training. The entire IPR method is now on film and videotape. The series consists of 8 units, is approximately 6 hours in length, and requires about 30 hours of a student's time. The series is directed at an audience of trainees led by a clinically-competent instructor (psychologist, counselor, psychiatrist, and social worker). The films instruct viewers in a series of exercises, provide demonstrations and theoretical concepts. The trainee is carried through a sequential series of experiences designed to help him learn to be a mental health worker or to improve his interviewing skills. The basic methodologies presented have been tried with medical students, undergraduate para-professional resident hall advisors, psychologists, social workers, psychiatrists, hospital administrators, teachers, and with clients and patients as an adjunct to treatment. The films and manual should make it possible for any clinical instructor to implement the IPR process.

EVALUATION: Self-evaluation check points are built into each unit. A mastery model of evaluation requires trainees to proceed at their own pace.

■ INFORMAL CLASSROOM ACTIVITIES

DISTRIBUTOR: Holt, R, W LEVEL: High
COST: $120.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrate materials and activities used for motivation utilizing Project Phsyics materials.

DESCRIPTION: One teacher shows another a wide assortment of simple materials and activities that he uses to interest and motivate physics students. 16mm/b&w/29 min.

INNER-CITY SIMULATION LABORATORY, Donald Cruickshank

DISTRIBUTOR: SRA LEVEL: Elem.
COST: $680.00 for director's unit; AUDIENCE: Tea.
$7.50 each for participant's units

OBJECTIVES: Uses simulation techniques to prepare student teachers for the realities of inner-city elementary classrooms by confronting them with problem situations to which they are able to apply theories learned in course work and examine applications without fear of failure.

DESCRIPTION: Program materials are in 2 parts: director's unit and participant's units. Director's unit contains: 2 filmstrips and long-playing records which orient the participant to the school which is used for the simulation and to the points-of-view of various participants in the laboratory situation; 14 color movies present critical teaching incidents as seen and heard by the teacher; role-play cards which structure situations such as parent conferences and teacher-student interviews; a spirit master book which contains material to help create critical incidents; 34 critical teaching incidents which illustrate most common inner-city teaching problems; and director's guide outlining course. Participant's unit contains: cumulative record folders for 32 children in the simulated classroom; 288-page data book divided into sections on community; response guidelines on critical incidents; special bibliographies on each incident; sociometric data; and 128 pages of data on class including letters, psychological reports, etc. Incidents portrayed are: undernourished child, social adjustment problems, child refusing to do work, home problems, rebellious child, parent problems, stealing, vandalism, grades, attention-seekers, battered children, discipline, motivation, individualizing instruction, classroom interruptions, fighting, nervous children, value systems, vocabulary problems, daydreamers, truancy, and personal hygiene. Completion time — 2 weeks — semester.

■ INQUIRY IN ELEMENTARY SCIENCE

DISTRIBUTOR: WILKIT LEVEL: Elem. Mid.
COST: $1.50 AUDIENCE: Tea. Super.

OBJECTIVES: Demonstrate ability to synthesize inquiry method by teaching an inquiry lesson in a micro-teaching session.

DESCRIPTION: Learning experiences in WILKIT #42 (19 pages) include reading background materials on the inquiry method in science, listening to an audiotape of Suchman in an inquiry session, preparing a 10-15 minute lesson plan which will be peer-taught and critiqued, and finally micro-teaching an inquiry lesson to a small group of elementary school students. Materials utilized but not included in the WILKIT are readings from Renner & Ragan, Suchman, Costa, Lavaroni & Newton, and an audiotape by Suchman. Included materials are critique sheets and a self-test. Completion time — 10-15 hours.

EVALUATION: Pre-assessment involves decision by the student to directly micro-teach an inquiry lesson and bypass the WILKIT. A satisfactory rating on the teaching lesson determines whether student can bypass instruction. Proficiency assessment is evaluation of the micro-teaching experience.

■ INQUIRY ROLE APPROACH, Richard Bingman, Paul Koutnik

DISTRIBUTOR: MCREL LEVEL: High
COST: Consult Distributor AUDIENCE: Tea., Super.

OBJECTIVES: To enable teachers to plan instructional activities, curriculum materials, and means of evaluation which would encourage inquiry behaviors in the student.

DESCRIPTION: The workshop package for IRA is designed to emphasize what the participant needs to know and do to facilitate inquiry sessions and what effect it will have on students. During the training period, participants view and listen to video and audiotapes to gain skill in identifying

success or failure in key classroom inquiry situations, as well as what to do to encourage inquiring behaviors.

EVALUATION: The program has undergone field testing and subsequent revision.

■ INSIGHT

DISTRIBUTOR: Games Res. LEVEL: All
COST: $8.00 AUDIENCE: Tea., Adm.

OBJECTIVES: To test each player's powers of perception of personality.

DESCRIPTION: In this game, each player tests his power of perception by evaluating the personality of every other player. This game does not confine players to one table or group, but permits moving around the room and stimulates interesting discussion. There are 54 picture cards in color — 26 picture cards depict various categories of personal tastes that reflect personality; and 28 picture cards show an array of personality facets (14 male and 14 female). The only other equipment is the score sheets. Each player evaluates all other players and himself on various personal preferences. Then comparison is made between how the player perceives himself and how others perceive him. Although the validity of the choice may be questioned, the individual's own choice is considered correct; and players are judged by the number of times their "insight" has proven correct.

■ INSTRUCTIONAL DEVELOPMENT

DISTRIBUTOR: AIM LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Super.,
RENTAL: $7.50 Sub-prof.

DESCRIPTION: Film describes systematic instructional design based on decisions about learner, learning, evaluation, and learning environment. It takes viewer through design process, beginning with identification of entry behavior. Sub-tasks are identified and sequenced; performance standards are designed, and the environment is structured in terms of location of instruction, media to be used, and number of students involved. Music and tennis provide content for demonstration. 16mm/b&w/17 min.

■ INSTRUCTIONAL DEVELOPMENT

DISTRIBUTOR: Indiana LEVEL: All
COST: $110.00 AUDIENCE: Tea.
RENTAL: $5.25

DESCRIPTION: This film presents the concept of instructional development. This concept is a systematic approach to instruction based on decision about the learner, evaluation, and the learning environment. Analysis of the learner in terms of prior attitudes and knowledge of subject is made through the examples of tennis and music. In these examples, sub-tasks are identified and sequenced, and performance standards are designed. Finally, structuring the instructional environment for media use and rate of student participation is shown. 16mm/b&w/17 min.

■ INSTRUCTIONAL DEVELOPMENT INSTITUTE PROGRAM, Charles Schuller et al

DISTRIBUTOR: MSU-IMC LEVEL: All
COST: $4,625.00 AUDIENCE: All

OBJECTIVES: To assist school systems with limited resources, substantial numbers of academically or culturally deprived students, and a real desire to find innovative and effective solutions to consequent learning and instructional problems.

DESCRIPTION: An Instructional Development Institute (IDI) is a 40-hour training program designed to provide initial skills and competencies in applying instructional systems principles to learning and teaching problems in a local school or school district. Instructional Development may be simply defined as a systematic way of analyzing curriculum and instructional problems and of developing validated, practical solutions. A variety of learning experiences are provided, each of which has been tested and revised several times so as to achieve optimum impact for carefully specified objectives. There are some large-group and many small-group activities including discussions, simulations, and games supported by a variety of films, slide-tape presentations, and individual exercises. The complete package includes some 16 cubic feet of printed and visualized materials for a group of 50 participants. They include original reference materials which are left with the school district for follow-up use after the Institute is completed. Each participant keeps most of the materials which are distributed for his use during the Institute. Unit 1: *The Context of Instructional Development;* Unit 2: *Introduction to the Instructional Development Process;* Unit 3: *Innovation Interaction Game;* Unit 4: *Problem Definition and Organization;* Unit 5: *Specification of Objectives;* Unit 6: *Specification Methods;* Unit 7: *Evaluation and Implementation;* and Unit 8: *Follow-up.*

EVALUATION: Each of the units or modules has been field tested and revised several times, and the entire Institute program was evaluated and revised in 4 Prototype Institutes conducted in major school systems during 1970-72 including Detroit, Phoenix Indian Schools, Atlanta, and Minneapolis. Further evaluation and refinement was continued in 39 IDI's conducted during 1971-72.

■ INSTRUCTIONAL MATERIALS

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $6.50 AUDIENCE: Tea.

DESCRIPTION: Books, motion pictures, recordings, and other materials are highlighted, along with some general reasons for using them, in this filmstrip. (44 frames, color)

■ INSTRUCTIONAL MODULES: WHAT THEY ARE

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: All

OBJECTIVES: Student describes in writing the purpose, scope, and sequence of instructional modules.

DESCRIPTION: In module I:D-4 (10 pages), student has choice of discussing topic with instructor and peers, viewing slide-tape, reading selections from bibliography, or reading supplied narrative. Slide-tape and readings utilized but not included. Module includes paper (2 pages) describing the 6 parts of an instructional module. Completion time — 5 hours.

EVALUATION: Pre-test is self-graded written examination. Post-test is self-graded essay examination.

■ INSTRUCTIONAL PLANNING, Pat Mattingly

DISTRIBUTOR: Austin College LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant exhibits knowledge of effective instructional planning by listing and explaining the 8 main parts of a lesson plan, by developing a lesson plan for a sample lesson, and by micro-teaching an actual class using the plan.

DESCRIPTION: Module (26 pages) includes activities for problem selection in an instructional unit following supplied guidelines: statement of behavioral objectives for the problem, worksheet for pupil pre-assessment, development of lesson plan for the problem unit, and the lesson taught to a group of students. Lesson plan format is included, as well as bibliography of possible source material. A checklist for the module is included for the student's self-assessment. Only special requirement is class of children to teach. Completion time — 5 hours.

EVALUATION: Pre-test is self-scored, written examination.

Post-test is similar to pre-test with additional requirement of planning and teaching lesson. Criteria for evaluation of performance not included.

■ INSTRUCTIONAL RESOURCES — EVALUATION, SELECTION, AND UTILIZATION

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea., Super., Lib.

OBJECTIVES: (1) Demonstrate ability to utilize instructional media in teaching; (2) synthesize a resource file of instructional materials, applying principles of media evaluation; (3) apply principles and techniques of media utilization in micro-teaching clinic and during student teaching; and (4) demonstrate comprehension of functions and services of local media centers.

DESCRIPTION: WILKIT #20 includes five sections: (1) *Instructional Resources* — what types of media are available and where to find them; (2) *Learning Resource File* of instructional materials; (3) *Evaluation and Selection* of media materials; (4) *Utilization* of various media; and (5) *Media Centers.* Materials utilized but not included in the WILKIT are readings from Brown & Harcleroad, Dale, Erickson, Miller, Pearson and Butler, and the Utah State Board of Education; a filmstrip entitled "Tear Sheets"; 4 films entitled "Choosing a Classroom Film," "Unique Contribution," "How to Use a Classroom Film," and "Audio Visual Materials in Teaching." Materials included are: list of media equipment and materials, information on Learning Resource File, information on Community Resources, and Suggested Criteria for Instructional Media. Learning experiences include three seminars, a micro-teaching session that applies media utilization, and two faculty conferences. Completion time — 20 hours.

EVALUATION: Proficiency assessment consists of a faculty conference at which work completed in the module is presented and a micro-teaching session utilizing 3 different types of media. During student teaching, faculty supervisor observes performance in using 5 different forms of media.

■ INSTRUCTIONAL STAFF DEVELOPMENT

DISTRIBUTOR: MCREL
COST: Consult Distributor
LEVEL: High
AUDIENCE: Tea., Super.

OBJECTIVES: (1) Teachers recognize they can control and modify their instructional influence behaviors; (2) teachers have an understanding and knowledge about the inquiry process; (3) teachers recognize the importance of various inquiry skills and can use these skills in their teaching; (4) teachers recognize the various phases of inquiry and can use these phases in the classroom; (5) teachers recognize the cognitive or structuring skills and affective behaviors that are conducive to inquiry and can use these skills and behaviors in the classroom; (6) teachers recognize the importance of inquiry planning and planning related to both content and process; and (7) teachers recognize the various strategies for inquiry and can use these strategies in the classroom.

DESCRIPTION: There are six packages in this instructional program: the first three are sequential and each of the last three may be used as separate units. *Orientation to Inquiry* introduces the trainee to inquiry teaching and is illustrated by a film. *Inquiry Influence* trains the teacher to recognize inquiry learning situations through micro-teaching examples. Trainees practice interaction coding and learn to interpret the results. *Inquiry Behavior* introduces 4 teaching models and includes an inquiry analysis system. Films illustrate changes in teaching skills and the effect upon the learner. *Behavioral Objectives* defines teacher objectives and how they may be obtained through the language of instruction. Trainees plan micro-teaching sessions and view films. *Pupil Centered Inquiry* introduces revised interaction analysis categories to record desired changes. The unit uses the inquiry log and two films. *Affective Behaviors* teaches how to promote behaviors which will lead to a better atmosphere for inquiry and learning. Three films are used. This program requires a film projector and facilities for micro-teaching sessions. A trainer's manual is available as is training for teachers and supervisors through summer workshops. Completion time — 55 hours.

EVALUATION: Evaluation of each component consists of teacher performance on written pre- and post-tests, performance in the classroom, child performance in the classroom, and a teacher opinionnaire evaluating the instructional program. The program has been tested in a development project and two pilot projects and currently is undergoing field testing in 14 schools.

■ INSTRUCTIONAL SUPERVISION: CRITERION-REFERENCED STRATEGY, W. James Popham

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Super.

DESCRIPTION: A goal-referenced approach to supervision is advocated in this filmstrip-tape #17. The supervisor's two primary responsibilities are to (1) aid the instructor in selecting more defensible objectives, and (2) assist the instructor in attaining those objectives. Instructor's manual is included. Completion time — 30 min.

■ INSTRUCTIONAL SYSTEM IN SYSTEMATIC AND OBJECTIVE ANALYSIS OF INSTRUCTION

DISTRIBUTION: CEDS
COST: $7.00 each participant; $10.00 manual
LEVEL: All
AUDIENCE: Tea., Adm., Super.

OBJECTIVES: To provide educators with skills in interpersonal relations, supervisory techniques, and teaching strategies which can be applied in self-analysis and the analysis of other teachers for improvement of instruction.

DESCRIPTION: The program provides 100 hours of instruction as a 4-week workshop. It utilizes a deductive approach in which the participants practice doing certain activities, looking at their performance as a means to learning. The "Leader's Manual" contains all the necessary instructional ingredients including a training schedule, bibliography, rationale, objectives, activities, and trainer information. The instructional system has been used experimentally by colleges and universities to conduct 4-week workshops for some 1,054 teachers and administrators. The maximum trainer-participant ratio is 1 to 12 because of the emphasis on small group activities, and participation in the program requires full-time effort from the participants. Each group of 12 participants requires 1 trainer; 2 classroom teachers for the laboratory school; (optional) 2 novices, interns, or student teachers; and 30 pupils for the lab school. A trainer must have been through the program as a participant. During the 4 weeks the participants complete units devoted to interpersonal relations, group processes, communication skills, constructive use of feelings, effect of various responses, plans for instruction, analysis of teaching performance, strategy and the conference, content and process problems, problems and issues in improving instruction, and self-evaluation. Completion time — 4 full weeks.

■ INSTRUCTIONAL TACTICS FOR AFFECTIVE GOALS

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape presentation (#24) describes the nature of 3 instructional tactics which promote the attainment of affective goals. The viewer is presented these tactics: modeling, continuity, and reinforcement.

■ INSTRUCTIONAL TECHNOLOGY IN EDUCATION, Lark O. Daniel and C. Edward Cavert

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea., Lib.

DESCRIPTION: Videotape (30 minutes) concerns instructional technology, not as a replacement for instructors, but rather as a tool to help eliminate deficiencies and magnify the best qualities of an individual, so that he can become a more competent instructor. Daniel argues that instructional technology may be our only hope for making instruction fit the individual educational process.

■ INTERACTION ANALYSIS

DISTRIBUTOR: Copy-Print
COST: $47.60 minimum
LEVEL: All
AUDIENCE: Tea., Adm. Super.

OBJECTIVES: The teacher will be able to: (1) interpret instructional goals in terms of expected patterns of interaction; (2) gather data about the instructional pattern in the classroom; (3) analyze interaction data; (4) perceive the effects of different styles of verbal behavior in the classroom; and (5) vary their behavior to meet instructional goals.

DESCRIPTION: The materials for this program include a 215-page trainer's manual, participant materials, instructional transparencies, a 7-episode training tape, and a filmstrip with audiotape. Participants learn through lecture, discussion, and viewing and listening to tapes and filmstrip. Completion time — 30-40 hours.

EVALUATION: This program has been extensively field tested and subsequently revised.

■ INTERACTION ANALYSIS

DISTRIBUTOR: Far West Lab
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To help teachers: (1) use Flanders' Interaction Analysis Categories (FIAC), a method for coding the verbal interchange between students and teacher; (2) code, analyze and modify their own teaching behavior.

DESCRIPTION: The course has 5 lessons, each consisting of a handbook chapter including self-check exercises, and audiotaped segments of classroom interaction that teachers code. The first lesson focuses on learning the categories and using timelines to record the interaction so that it can be analyzed. The next 3 lessons deal with specific verbal interactions which teachers can practice in audiotaped micro-teaching: using teacher initiation and teacher response patterns based on selection of broad or narrow questioning strategies, providing "because extensions" for praise and criticism, and accepting and using student ideas and feelings. The last lesson is on using the Flanders' Interaction Analysis Categories as a tool for self-directed inquiry into the effects of teaching behavior on student behavior. A coordinator's handbook and orientation materials have also been developed.

EVALUATION: This course is in the process of development so that final evaluation is not yet available. Preliminary data indicate that teachers do learn to code verbal interaction and are able to analyze and plan for changing this interaction.

■ INTERACTION ANALYSIS, Randy Tarrier

DISTRIBUTOR: Guidance Lab. Videotape
LEVEL: All
AUDIENCE: Tea.
COST: $95.00
RENTAL: $20.00/week

OBJECTIVES: To promote the ability to analyze group behavior.

DESCRIPTION: The viewer is shown progressively more complex group discussions and is asked to classify statements made by group members using a set of interaction analysis cards that accompany the tape. Tape encourages viewer to discuss own rationale for classifications and to sharpen his ability to distinguish types of behavior. ½" videotape/27 min.

■ INTERACTION ANALYSIS TRAINING KIT — LEVEL I

DISTRIBUTOR: APT
COST: $28.00
LEVEL: All
AUDIENCE: All

OBJECTIVES: This kit is recommended for use only by those who already have some knowledge of Interaction Analysis and who are responsible for professional staff development. It is designed for flexible use in several sessions extending over several hours.

DESCRIPTION: Level I Kit is a basic complete interaction analysis observer training kit. It contains: (1) a one-hour training tape consisting of 28 segments of live classroom interaction (K12); (2) a 70-page training manual which supplements the training tape; (3) a basic resource book, **The Role of the Teacher in the Classroom**; (4) a series of 26 unmounted transparencies; and (5) blank and completed tallies of taped exercises for comparison and analyses of exercises to give a basic tool for studying classroom interaction. Completion time — 2 hours.

■ INTERACTION ANALYSIS TRAINING KIT — LEVEL II

DISTRIBUTOR: APT
COST: $29.50
LEVEL: All
AUDIENCE: All

OBJECTIVES: This kit is recommended for use only by those who already have some knowledge of Interaction Analysis and who are responsible for professional staff development. It is designed for flexible use in several sessions extending over several hours.

DESCRIPTION: Level II Kit goes beyond the Level I Kit into instructions for in-depth analysis of teacher-pupil interaction behavior data obtained by tallying classroom interaction on the tape. It contains: (1) a one-hour tape with 17 segments of live classroom interaction illustrating varying teaching patterns in different subject areas, with segments arranged in order of complexity; (2) a training pattern analysis manual that focuses on the description, identification, and interpretation of teaching patterns; it helps observers identify major and minor patterns and enables teachers to determine whether or not they are following the type of teaching pattern intended, and whether they are using the methods most appropriate for their classrooms; and (3) a series of 27 unmounted transparencies.

■ INTERACTION IN LEARNING

DISTRIBUTOR: Indiana
COST: $150.00
RENTAL: $7.50
LEVEL: All
AUDIENCE: All

DESCRIPTION: The different types of social interaction that arise during the school years are presented. Emphasis is placed on the importance of this type of contact in shaping a more positive self-concept. Students are seen in informal group discussions, class presentations, and interactions with their teachers. Conflicts of values between home and school can be altered by interaction which exposes children to a variety of viewpoints — of special significance for the disadvantaged child. 16mm/b&w/29 min.

■ INTERACTION TEACHES, Ted Ward and S. Joseph Levine

DISTRIBUTOR: MSU-Spec. Ed.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Provide teachers with an opportunity to

interact with each other in the processing of information; (2) provide a structure whereby teachers will be able to analyze their individual concerns regarding the effectiveness of instructional materials; (3) increase the awareness of appropriate evaluative criteria; and (4) systematically examine a set of instructional materials.

DESCRIPTION: This self-contained teacher training kit utilizes a game approach through small-group activity to investigate the necessary criteria for evaluating instructional materials. Included are all materials necessary for conducting a training session. The basic format of the kit calls for active participation through small group and large group interaction.

Part 3 of Series: **Teacher Training Kit.**

■ INTERCULTURE UNDERSTANDING — THE PROBLEM AND A PROCESS, Everett T. Keach, Jr.

DISTRIBUTOR: Georgia
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Given selected information on the "objects" and "dimensions" of intercultural-understanding, the trainee and derive a generalization from a set of cross cultural data and write a lesson plan incorporating an "object" and a "dimension" of intercultural understanding.

DESCRIPTION: In module 7 (16 pages), the trainee uses skills gained in previous modules **(Organizing Knowledge for Instruction, Harmonizing Questions and Activities, Concept Formation-Concept Teaching, Interpreting Data, Role-Playing and Simulation,** and **Values and the Valuing Process)** to study selected information and derive generalizations illustrating man-land relations and man-man relations about differing societies and cultures. The trainee reads about the problem of intercultural understanding and then reads and works through simple activities concerning the process or the curriculum. Included in the module are all required readings including case descriptions of two Indian cultures and detailed materials on the Hopi and Japanese cultures.

EVALUATION: No pre-test included. Post-test involves the trainee in deriving a generalization from the readings on the Hopi and Japanese and preparing a lesson plan. No specific criteria for evaluation are included.

Part of Series: **Social Studies for the Elementary School.**

■ INTERPERSONAL COMMUNICATIONS, Charles Jung, Rosalie Howard, Ruth Emory, Rene Pino

DISTRIBUTOR: Xicom
COST: $201.00 minimum
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To give teachers knowledge and develop behavioral skills generally applicable to: (1) face-to-face communication; (2) one's own unique style of communicating; (3) group and organizational factors which affect that communication; and (4) continued improvement of one's communication skills.

DESCRIPTION: This system includes a series of directed group activities with supplemental printed and audio-visual materials. The participants are involved in group interaction; reading; viewing and listening to audio-visual materials; simulation; and self-assessment. Instruction is comprised of 20 units: (1) *Introduction,* (2) *Paraphrasing,* (3) *Behavior Description,* (4) *Description of Feelings and Perception Check,* (5) *Non-Verbal Communication and Perception Check,* (6) *Concept of Feedback,* (7) *Expectations and Communications,* (8) *Interpersonal Gap,* (9) *Effects of Feelings,* (10) *Matching Behavior with Intentions,* (11) *Open Communication: Freeing and Binding Responses,* (12) *Communicating about Interpersonal Relationships,* (13) *Roles and Patterns of Interpersonal Communication,* (14) *Norms and Communications,* (15) *One- and Two-Way Communication,* (16) *Communication Patterns in a School Building,* (17) *Communicating under Pressure,* (18) *Assessment of Knowledge,* (19) *Improving My Skills,* and (20) *Developing Student Support for Continuous Learning.* Materials include: 390-page leader's manual including procedures, resource materials, and exercises; a participant's manual; and nine 16mm films and audiotapes, demonstrating problem situations and communications techniques. Instructor's manual cost $15.00; participant's manual is $11.00 each, and films (sound, b&w) are $175.00 a set. Only requirements are equipment, classroom and qualified instructor. Completion time — twenty 90-minute sessions.

EVALUATION: Paper and pencil self-evaluations on each of the subsets are included. A detailed technical report of the evaluation of this training design is available from the Northwest Regional Educational Laboratory. Generally, research indicates the design is effective and successful in reaching the goals sepcified.

■ INTERPERSONAL GROWTH, Patricia Heffernan-Cabrera and William J. Tikunoff

DISTRIBUTOR: U of S. Cal. T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: All

OBJECTIVES: Participants will demonstrate: (1) an increased competency in self-awareness, self-assessment, and introspection; and (2) the ability to become meaningfully involved in interpersonal and organizational relationships.

DESCRIPTION: This module (26 pages), FHR-002.01 (USC), contains a series of enabling activities which are sequenced in a manner that proceeds from short-term experiences such as non-verbal communication and human potential seminars to the more emotionally significant experiences of personal encounters provided in a sustained group experience. These include simulation games, encounter experiences, role-playing activities, community encounters, films, tapes, and readings.

EVALUATION: Assessment procedures are built into the enabling elements in this module; these include: (1) The Personal Orientation Inventory, (2) The Professional Career Inventory, (3) 3 Firo B, and (4) Human Potential Seminars. Successful accomplishment will be evaluated by self, peers, and a professional human relations facilitator.

■ INTERPERSONAL INFLUENCE AND THE SMALL GROUP, Carl Carmichael

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 minutes) concerned with the group-oriented society in which we live and the fact that each member in that society belongs to hundreds of groups which effect his life. Studies have demonstrated that the small group setting is conducive in influencing individual members of the group. Carmichael discusses sources of group influence and attempts to determine how and why the individual submits to group influence.

■ INTERPRETING A PUBLISHED ACHIEVEMENT TEST

DISTRIBUTOR: Bel-Mort Films
COST: $6.50
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: The selection of test items, the construction and interpretation of norms, and the meaning of validity and reliability, as well as other pertinent concepts are outlined in this filmstrip. (46 frames, color)

■ INTERPRETING DATA, Michael Hawkins and Elmer Williams

DISTRIBUTOR: Georgia
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Given a social studies textbook, trainee can select a photograph appropriate to convey data and can

pose questions to guide children through the picture analysis process; and (2) using the question sequence developed in the above objective, trainee can use the photograph and the picture analysis process with elementary children at a grade level of choice.

DESCRIPTION: In module 4 (39 pages), the trainee reads materials included in the module, studies examples of questions and the interpreting of models, analyzes and orders sets of questions, studies pictures and models for analyzing pictures, and develops a series of questions on specified pictures for students. Included in the module are all reading materials, examples, models, activity work sheets, two black/white pictures, a terminal activity form, two transcripts of student responses in analyzing a photograph, and a Module Evaluation Form for trainee to assess the value of the entire module.

EVALUATION: No pre-test included. Post-test requires trainee to select a photograph and use the picture analysis process with children. Trainee completes a form which is evaluated by instructor. No specific criteria are given.

Part of Series: **Social Studies for the Elementary School.**

■ INTERVIEWING CLASS MEETING GUESTS, William Glasser

DISTRIBUTOR: Media Five
COST: $300.00 Film; $225.00 Video-Cassette
RENTAL: $35.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: William Glasser, proponent of schools without failure, demonstrates techniques for interviewing class meeting guests. A 6th grade class is shown pre-planning the interview and then actually interviewing the visiting parent. 16mm/color/28 min.

■ INTRODUCTION — THEORETICAL BACKGROUNDS IN AUDIO-VISUAL INSTRUCTION, Arthur Cullen

DISTRIBUTOR: Idaho T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) To provide the intern with an introduction to audio-visual instructional media and techniques; and (2) to help him develop skills relevant to using instructional materials in improving classroom instruction. Seven specific objectives are specified.

DESCRIPTION: The module (21 pages), ICM-002.00 (ISU), contains several learning activities: (1) five handouts which are included in the materials, (2) suggested readings, (3) seminars and conferences, and (4) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment are provided.

■ INTRODUCTION TO A DIAGNOSIS—PRESCRIPTION SYSTEM FOR STAFF DEVELOPMENT

DISTRIBUTOR: Panhandle
COST: $ .40
LEVEL: All
AUDIENCE: Adm., Super.

OBJECTIVES: (1) The trainee will contrast the major features of typical teacher evaluation procedures with those of a diagnosis-prescription approach; (2) the trainee will compare the effectiveness of the two approaches in terms of the potential of each for the improvement of instruction.

DESCRIPTION: In this B-2 module VIII-1 (29 pages), the trainee studies two articles on instruction and evaluation. After reading an introduction to film, trainees view filmstrip with audiotape. These materials assist trainees in comparing 3 evaluation forms and in identifying reading skills related to teacher effectiveness. Included in this module are introduction to film, 2 articles, test instructions, tests, answer keys, and self-study questions. Printed booklet, **Introduction to Diagnosis-Prescription System of Staff Development**; filmstrip, "Assessing the System"; and coordinated audiotape are not included in module and need to be ordered from the Panhandle Area Educational Cooperative. Completion time — 6 hours.

EVALUATION: No pre-assessment is available for this module. A post-test is given on each objective. Post-tests are in the form of short answer and short essay, and evaluative criteria are provided.

■ INTRODUCTION TO EDUCATION AND TEACHING, Robert G. Packard

DISTRIBUTOR: Missouri-St. Louis
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Book contains 20 self-paced instructional units designed to serve as an introduction to education and teaching. Each unit contains narrative interspersed with questions serving to review the material covered. Units are: (1) *Short History of American Education;* (2) *Introduction to the Sociology of Education;* (3) *School Organization, Law and Finance;* (4) *School and Community;* (5) *Teaching As a Profession;* (6) *Review and Application Interviews I;* (7-9) *Analysis of Teaching and Learning;* (10) *Observing and Recording Behavior;* (11) *Special Topics: Self-Control, Aggression, and Attitudes;* (12) *Behavioral Objectives;* (13) *Questioning;* (14) *Review and Application Interview II;* (15) *Workshop;* (16) *Self-Management of Study Skills;* (17) *Educational Innovations;* (18) *Rap Session;* (19) *Special Event;* (20) *You-Name-It.* Texts used are by Becker and by Von Haden & King.

EVALUATION: Each unit requires written examination obtained from instructor, with exception of the two requiring personal interviews. Final written examination required but not included.

■ INTRODUCTION TO READING READINESS, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C.
COST: Consult Distributor
LEVEL: E. Ch., Elem.
AUDIENCE: Tea., Super.

OBJECTIVES: Student will be able to: (1) write a definition of readiness for reading; (2) list determinants of readiness; (3) describe process of concept development; (4) explain differences between visual and auditory acuity and discrimination; (5) describe the relationship between oral language and reading; and (6) discuss the concept of laterality in light of research.

DESCRIPTION: Learning activities include a one-hour meeting with instructors and readings from Hildreth (7 pages, enclosed), Hall (9 pages, enclosed), and from Zinta, **The Reading Process.** (Module — 20 pages) Completion time — 3 hours.

EVALUATION: Pre-test and post-test are included.

■ INTRODUCTION TO THE MIDDLE SCHOOL CONCEPT, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle
COST: $.70
LEVEL: Mid.
AUDIENCE: All

OBJECTIVES: Teacher will be able to give the rationale and characteristics of the middle school and the characteristics of the middle school teacher on a paper and pencil test with 85% accuracy.

DESCRIPTION: In this module (24 pages) the teacher trainee reads only as much or as little instructional materials as are necessary to prepare for the post-assessment. Numerous alternative routes through the module are available. One complete alternative route with appropriate readings is provided by the module itself. Readings for alternative routes are not included in the module but are referenced.

EVALUATION: Module has a built-in pre-assessment with

answer key. Post-assessment requires subjective short-answer construction with answer key composed of characteristic response comments.

■ INTRODUCTION TO THE STANFORD-BINET TEST OF INTELLIGENCE, John Hanitchack

DISTRIBUTOR: IFB
COST: $265.00
RENTAL: $15.00
LEVEL: All
AUDIENCE: Coun.

OBJECTIVES: Demonstrate the composition of the Stanford-Binet giving its administration, interpretation and use.

DESCRIPTION: Illustrates the testing process of students providing information concerning administration, interpretation and usage of the Stanford-Binet. Defines technical measurement concepts necessary to understanding of values and limitations of such testing. 16mm/color/22 min.

■ INTRODUCTORY PSYCHOLOGY, Lloyd Homme, et al.

DISTRIBUTOR: ILS
COST: $13.75
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge and understanding of the following areas of psychology according to program design: behavior, human development, intelligence, individual differences, learning, physiological psychology, sensation and perception, emotion and motivation, stress, behavior disorder, personality and psychotherapy, and group behavior.

DESCRIPTION: This individualized programmed course is divided into 12 units with corresponding program booklets and enrichment activities to be scheduled by the instructor. Units cover major content areas and are subdivided into modules which treat separate topics with self-instructional materials, activities, and exercises. Progress checks for self-evaluation are provided. The course consists of the following units: *The Study of Behavior, Human Development, Intelligence and Individual Differences, Learning I, Learning II, Physiological Psychology, Sensation and Perception, Emotion and Motivation, Behavior under Stress, Behavior Disorder, Personality and Psychotherapy, and Behavior in Groups.* The course also includes 3 forms of unit and course tests, and an instructor's manual which consists of course overview, content, structure and outline, suggestions for administration and management, an extensive list of suggestions for individual unit and course enrichment, and answer keys for course and unit tests.

EVALUATION: Self-evaluation and assessment by course instructor on course and unit tests.

■ INTRODUCTORY SOCIOLOGY, Donald Tosti, et al.

DISTRIBUTOR: ILS
COST: $12.95
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge and understanding of the following areas of sociology according to program design: social relations, social organization, the individual in society, collectivities, social groups, organizations, communities, population, class and status, institutions, social problems, and social change.

DESCRIPTION: This individualized programmed course is divided into 12 units with corresponding program booklets and enrichment activities to be scheduled by the instructor. Units covering major content areas are subdivided into modules which treat separate topics with self-instructional activities, materials, and exercises. Progress checks for self-evaluation are provided. The course consists of the following units: *Social Relations, Social Organization, The Individual in Society, Collectivities, Social Groups, Organizations, Communities, Population, Class and Status, Institutions, Social Problems,* and *Social Change.* The course also includes 2 forms of unit and course tests; an instructor's manual which consists of course overview, content, structure, and outline; suggestions for individual unit and course enrichment; and answer keys for course and unit tests.

EVALUATION: Self-evaluation and assessment by course instructor on course and unit tests.

■ INVENTION OF THE ADOLESCENT

DISTRIBUTOR: Perennial
COST: Consult Distributor
LEVEL: Mid., High
AUDIENCE: Tea.

DESCRIPTION: This film traces the development of the concept of adolescence and depicts considerations of the present status and particular difficulties of this age group. The film, in an historical progression, shows children of earlier eras who were basically small copies of adults in appearance and attitude and demonstrates the work of reformers and educators who created the idea of special rights for children and consequently adolescents. 16mm/b&w/28 min.

■ INVESTIGATING DIVERSE APPROACHES TO THE TEACHING OF READING, Dave Fraser

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) define alphabet-spelling system, word method, phonic approach, linguistic approach, augmented Roman-alphabet approach, language experience approach, individualized reading approach, combination or basic reading approach, and programmed reading approach; (2) identify materials relevant to the listed approaches; (3) identify and log examples of reading instruction exemplifying listed approaches; and (4) plan and present examples of several approaches.

DESCRIPTION: Module 26 (6 pages) contains performance criterion for achieving listed objectives with activities including readings from Gray, Durr & Bond, and Wagner. Readings include definitions and examples of each of nine approaches given in objectives. Completion time — 10 hours.

EVALUATION: No pre-test or post-test. Evaluative criteria for performance that are required are not given. Evaluation by instructor.

■ INVOLVING CHILDREN WITH LITERATURE, Linda Lamme

DISTRIBUTOR: Syracuse
COST: Consult Distributor
LEVEL: E. Ch., Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: (1) Selects children's books appropriate to child's level; (2) uses books with children in creative way; (3) encourages children to use books; (4) is able to create inviting reading environment in a classroom.

DESCRIPTION: Module (3 pages) gives participant choice of: (1) finding and reading variety of children's books and administering interest inventory to children according to what they consider to be the children's favorites; (2) developing list of methods for teaching books to children; and (3) reading from Meeker, Carlson, Jacobs, and Whitehead. Completion time — 1 week.

EVALUATION: Pre-test is group-taken written examination on books that are useable with children. Post-test requires performance with children in use of reading books.

■ INVOLVING THE CHILD IN LANGUAGE ARTS, Alvina Burrows

DISTRIBUTOR: Listener
COST: $58.00—$69.95
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Involve pupils in use of language for communication by using experiences designed to spark imagination, lead to new ideas, and integrate the learning process for lasting values.

DESCRIPTION: Five audiotapes by Burrows stress individualizing instruction in the language arts by involving the child in the process of communication. (1) "Practical Oral Communication": stresses importance of practical oral communication through the use of free talk, setting goals for listeners, and informal discussion groups. Includes questions for discussion. (2) "Creative Oral Communication": stresses aesthetic values of creative oral reading with choral reading by pupils included. Instructions for setting up program of drama are given. (3) "Practical Writing": various facets of written composition discussed such as use of student's dictations, written compositions, and suggestions for oral reports and note-taking. (4) "Personal Writing": imaginative writing complement factual writing. Including sources and method for developing this skill. (5) "Language Arts Skills": individualized teaching of skills including current insights on teaching spelling, linguistic helps, testing, and use of oral language skills. Completion time — 5 hours.

■ INVOLVING THE CHILD IN MATH, Moria McKenzie

DISTRIBUTOR: Listener
COST: $48.00—$59.95
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: Demonstrates the British Neffield approach to the new mathematics. Describes Piaget's concepts relating to thinking and gives examples of materials in classroom setting.

DESCRIPTION: Four audiotapes by McKenzie outline the British Neffield approach to involving the child in mathematics. (1) "From Teaching to Learning Math": gives ways to contemporize traditional sequential learning of math, through use of Neffield Foundation investigations. Stresses the development of math concepts. (2) "Developing Underlying Structures": describes how to find level of child's thinking through use of various activities related to various stages of development. (3) "About Number and Ways of Recording": describes various mathematical concepts relating to the new math. Uses definitions and examples of children's recordings illustrating math thinking. (4) "The Teacher's Role in New Math": suggestions for setting up a program in the new math and setting up math center, progress reports, flow diagrams, and parent orientation sessions. Bibliography included. Completion time — 4 hours.

■ INVOLVING THE CHILD IN SCIENCE, John Renner

DISTRIBUTOR: Listener
COST: $48.00—$59.95
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Describes methods for developing rational powers and ability to think through the use of meaningful scientific experiments.

DESCRIPTION: Four audiotapes by Renner stress involving the child in science education. (1) "The Psychological Foundations": purposes, philosophy, and characteristics of individualizing teaching in the elementary science curriculum by the use of Piaget's developmental stages, motivational tools, and the necessary environment for the inquiry classroom. (2) "Rational Powers Development": how the development of the ability to think has dominated educational purpose and how science can be employed as the vehicle in this development. (3) "Essential Experiences for Children": outlines steps of scientific method and how it can be employed in the classroom. (4) "Teaching Science to Children": re-evaluation of the role of teacher to learner in an inquiry-centered classroom. Example of inquiry lesson is included. Completion time — 4 hours.

■ INVOLVING THE CHILD IN SOCIAL STUDIES, John David McAuley

DISTRIBUTOR: Listener
COST: $48.00—$59.95
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Stimulates teachers to involve students using practical, challenging ideas by making social studies instruction relevant to today and involving the child in the new social studies emphasizing the tools of sociology, psychology, political science, economics, and philosophy.

DESCRIPTION: Four audiotapes by McAuley consider involving the elementary child in social studies by making the program relevant to his life. (1) "What Are Social Studies": gives overview of the content of the social studies as being the social sciences and the use of the unit and inquiry method as methodological tools in the teaching of the social studies. (2) "The Inquiry Unit": how to involve students in the process of learning through the use of current problems and activities geared to the level of the child. (3) "Relevancy of Social Studies": methods for building student's awareness and interest in the social studies by using current events program, newspapers, instruction individualization, sociodrama, and controversial issues. (4) "Evaluation of Program Effectiveness": use of testing, grading, and evaluation emphasizing oral quizzes, types of questions to be used, and the involvement of students in the evaluation process. Completion time — 4 hours.

■ I.Q. — QUESTIONABLE CRITERION

DISTRIBUTOR: Stuart Finley
COST: $150.00
RENTAL: $15.00
LEVEL: Elem., Mid.
AUDIENCE: Tea., Coun.

DESCRIPTION: This film shows procedures and specialists in a comprehensive diagnostic evaluation of a child with a severe learning problem. Some of the tests administered, a case conference for final diagnosis, and recommendation of remediation is also demonstrated. 16mm/color/13 min.

IS IT ALWAYS RIGHT TO BE RIGHT?

DISTRIBUTOR: Holt, R, W
COST: $130.00
RENTAL: $20.00
LEVEL: All
AUDIENCE: All

OBJECTIVES: Provide a stimulus for discussion of contemporary problems faced by educators in a complex world.

DESCRIPTION: Academy-award winning film focuses on contemporary society's four-lane collision course: generation gap, war, racial conflict, and poverty. Orson Welles narrates parable of "a land where men were always right." Begins with tentative voice saying, "You may be right, I may be wrong" and ends with hope and challenge of a "Declaration of Interdependence." 16mm/color/8 min.

■ ISLAND IN AMERICA

DISTRIBUTOR: ADL-BB
COST: $250.00
RENTAL: $17.50
LEVEL: All
AUDIENCE: All

DESCRIPTION: This film presents the history and present cultural, social, and economic life of Puerto Ricans in the United States. A comparison of conditions of today's Puerto Rican immigrants with earlier European immigrants, the complications of current technology, and new concepts in education for Spanish-speaking students is also presented. 16mm/color/28 min.

IT FEELS LIKE YOU'RE LEFT OUT OF THE WORLD, Robert Anderson Associates

DISTRIBUTOR: McGraw-Hill
COST: $195.00
RENTAL: $15.00
LEVEL: Elem., Mid.
AUDIENCE: Tea.

DESCRIPTION: Film is based on theme that self-esteem of a child with a learning disability is in severe jeopardy and that withdrawal from learning or active aggressions are frequently the visible manifestations of low opinion of self. In film, parents and children speak openly of frustration. Guidelines for an approach are given. 16mm/b&w/28 min.
Part of Series: **The Learning Series.**

■ ITEM ANALYSIS

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Given sample test and scoring data, student runs item analysis by identifying items to discard, foils for revision, calculating p value, determining discrimination value, and determining average difficulty of whole test.

DESCRIPTION: In module I:B-6 (41 pages), student has choice of reading selection from Wood's text, attending lecture, completing supplied narrative, or creating own alternative. Narrative (22 pages) gives areas of applicability for item analysis, its difficulty in usage, a discussion of p, its discrimination power with a rough index for computation, and practice exercises for running item analyses. Completion time — 20 hours.

EVALUATION: Pre-test and post-test are alternate forms of supplied tests and data for which student runs item analysis. Key for evaluation is not included.

■ ITEM WRITING: ALTERNATIVE CHOICE, MATCHING, COMPLETION, SHORT ANSWER

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Student writes without error 20 true-false, 5 matching, 10 completion, and 10 short-answer items using content and grade level of his choice.

DESCRIPTION: In module I:B-4 (18 pages), student has choice of reading from Bean's and Green's texts, attending lecture, creating own alternative, or reading supplied narrative. Readings are utilized but not included. Narrative (12 pages) includes description and evaluation of alternative-choice items, matching items, completion items, and short answer items. Suggestions for writing each type are included. Completion time — 15 hours.

EVALUATION: In pre-test and post-test student writes examples of items named in objectives. No evaluative criteria are included.

■ ITEM WRITING, ESSAY, ORAL, PROCESS AND PRODUCT

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea., Coun.

OBJECTIVES: Student creates without error five essay items, one oral exercise, one set of directions for process evaluation, and a check list for a product evaluation.

DESCRIPTION: In module I:B-3 (28 pages), student has choice of reading from texts by Bean, Green, or Wood; attending lecture; creating own program; or reading supplied narrative. Narrative (21 pages) defines, evaluates, and gives suggestions for writing essay items, oral items, and process and product items. Completion time — 15 hours.

EVALUATION: Pre-test has student select level and subject and create required types of questions. Evaluation by knowledgeable test-theory instructor, but no criteria are included. Post-test identical to pre-test.

■ ITEM WRITING: MULTIPLE CHOICE

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Student constructs 25 error-free, multiple-choice items on one general topic.

DESCRIPTION: In module I:B-2 (33 pages), student has choice of readings from texts by Dorothy Wood and John Green, attending a lecture, or reading supplied material giving 34 suggestions for multiple-choice item writing (28 pages). The texts are utilized but not provided. Completion time — 20 hours.

EVALUATION: Pre-test and post-test both require writing of 25 error-free multiple-choice items on a general topic. No criteria are provided for evaluation.

■ ITV STUDENT, Leslie Greenhill and Neal Robison

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 minutes) discusses the question of what is expected of the student who is assigned to watch an instructional television program. What should the student be prepared to expect, and should the teacher make preparations prior to watching the program? Greenhill explains how television may be used effectively by both instructors and students and offers suggestions for effective use of the medium.

■ ITV UTILIZATION, John Rugg

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Four videotapes (30 minutes each) provide a sequence of instruction designed to provide the basis for classroom discussion of proper utilization techniques of instructional television. (1) "Television Perspective" discusses ITV transmission modes, the growth of instructional television, and some of the instructional advantages of ITV. (2) "Instructional Design" cites reasons for using ITV in the school program. (3) "Developing a Plan" demonstrates to teachers the need for thorough planning prior to the use of ITV. (4) "Implementing the Plan" gives consideration to pre-telecast activities and completion of evaluation plans.

■ I WALK AWAY IN THE RAIN

DISTRIBUTOR: Holt, R, W
COST: $145.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for interpretation of problems relating to motivation of students.

DESCRIPTION: Teacher attempts to get biology student who is more interested in outside activities to do more than get by in school. Open-ended conclusion allows participant to provide solutions. Study guide available. 16 mm/color/11 min.
Part of Series: **Critical Moments in Teaching.**

■ I WANNA BE READY

DISTRIBUTOR: AIMS
COST: $125.00
RENTAL: $15.00/1-3 days
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film shows how the teacher introduces to young children concepts of independence and self-awareness, using everyday tasks and rituals such as table setting and hand washing. 16mm/color/9 min.

I WANT TO TALK RIGHT NOW

DISTRIBUTOR: Special Purpose
COST: $121.00
RENTAL: $15.00/3 days
LEVEL: Elem., Mid.
AUDIENCE: Tea.

DESCRIPTION: This film depicts an encounter between a mother who believes her child's work is not being adequately supervised at school and the child's teacher. The episode demonstrates the behavior of a spontaneous parent reaction and the behavior of a teacher who is not adequately prepared to discuss the child at this time. Film also includes an introductory section on the problems of parent-teacher conferences and is designed so that it may be stopped for audience discussion. 16 mm/b&w/22 min.
Part of Series: **Open for Discussion**

I WHO AM, WHO AM I?

DISTRIBUTOR: Learning Corp. of America
LEVEL: College, Adult
AUDIENCE: Tea.
COST: $250.00
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of the struggle for self-awareness and identity.

DESCRIPTION: This film, from the motion picture "The Swimmer," presents a theme of the struggle for self-awareness and identity. The story tells of a man who loses the external symbols of his life. He is without family, job, and material possessions and is psychologically unable to acknowledge his loss. He begins an allegorical journey in an attempt to find himself. Some of the values and considerations presented in the film are: the painful process of self-knowledge, refusal of self-awareness, materialism of society, definition of self, and seeing oneself in terms of possessions or status. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information are included in a teacher's manual. 16mm/color/15 min.
Part of Series: **Searching for Values: A Film Anthology**

J

JOHNNY

DISTRIBUTOR: Harvard Med. Sch.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea., Adm., Coun., Parents

DESCRIPTION: This film follows Johnny over an extended period at Camp Wediko, a summer camp for emotionally disturbed children. This child was the "pet" of many of the camp counselors, and their attempts to work with him provide insights not only into the frustrations and difficulties of the child, but also into the techniques and methods used at the camp to help the children. 16 mm/b&w/32 min.

JOHNNY CAN LEARN TO READ, D. H. Scott

DISTRIBUTOR: AIMS
COST: $300.00
RENTAL: $15.00/day
LEVEL: All, Disabled Readers
AUDIENCE: Tea., Super. Sub. Prof., Read. Instr., Parents

DESCRIPTION: This film describes an approach to children's reading problems based on the assumption that most problems are motivational in nature. Ingenious techniques to help overcome motivational problems underlying reading difficulties are described. 16mm/color/31½ min.

JULIA

DISTRIBUTOR: Holt, R, W
COST: $140.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for discussing what the teacher should do with a handicapped child in her class.

DESCRIPTION: Film concerns problem of a naturally retiring girl who becomes more and more retiring in class. Testing reveals a hearing impairment, but school psychologist recommends her staying in present class. Teacher is confronted with the realization that she has primary responsibility for child's education. Open-ended conclusion with teacher wondering what steps to take to help the child. Study guide available. 16mm/color/10 min.
Part of Series: **Critical Moments in Teaching**

JUST FOR THE FUN OF IT

DISTRIBUTOR: AIMS
COST: $230.00
RENTAL: $25.00/1-3 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film presents a series of physical activities for mentally-handicapped children, ranging from the most simple to the most complex. It shows what can be taught and accomplished with these children in the area of physical-motor activities. The youngsters range in age from 5 years to 21 years. Mental age and physical maturity are of lesser degree, falling in a capability span of from 2 years on up to 10 or 12 years of age. Special Information Guide accompanies the film. 16mm/color/19 min.

K

KINDERGARTEN

DISTRIBUTOR: McGraw-Hill
COST: $160.00
RENTAL: $12.00
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: Film illustrates the ways a teacher can make kindergarten days rewarding by stressing the necessity for balance between physical, intellectual, emotional, and social stimulation. 16mm/b&w/21 min.

KINDERGARTEN: TWIGS FROM A CITY TREE

DISTRIBUTOR: Coronet
COST: $190.00
LEVEL: E. Ch., Elem.,Mid
AUDIENCE: All

DESCRIPTION: In this film black children from a Chicago ghetto are shown with their white teacher in a kindergarten class. Activities and dialogue help give insight to a ghetto child's life. 16mm/color/22 min.

■ KNOWING TO LEARN

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: Not for Sale AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: Film examines the effect of electronics and computer technology on the future of education and the learning process. Produced with the assistance of many experimental projects in the United States. 16mm/b&w/58 min.

■ KNOWLEDGE OF RESULTS, W. James Popham

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #12 stresses the importance of allowing the learner to judge the adequacy of all important responses made during an instructional sequence. The viewer is given practice in discriminating between hypothetical situations in which an instructor does or does not provide knowledge of results. Instructor's manual is included. Completion time — 30 min.

L

■ LANGUAGE

DISTRIBUTOR: ADL-BB LEVEL: E. Ch.
COST: $95.00 AUDIENCE: Tea.
RENTAL: $10.00

DESCRIPTION: This film shows a class of 4-year olds, never before in school, and the children's natural response to the direct teaching techniques developed by Bereiter and Engelmann. The results of direct teaching is demonstrated through two additional classes which have been in the program for seven months. 16mm/b&w/28 min.

■ LANGUAGE ACQUISITION, Frank Zidonis

DISTRIBUTOR: OSU, Col. of Ed. LEVEL: E. Ch., Elem.,Mid
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To introduce participants to a series of concepts on children's language and to direct attention to various systematic aspects of their language. Specific instructional objectives for each segment are included in the guides.

DESCRIPTION: These materials depict 3 major concepts and 2 subordinate concepts of *Language Acquisition*. Major concepts — (1) sequence, (2) complexity, and (3) fluency. Subordinate concepts — (1) individual variability and (2) social variability. The concepts are described as follows: (1) children progressively develop and revise sets of rules about their language unconsciously by drawing upon their linguistic environment;(2) the process of acquisition is evident in the predictable order or acquisition of sets of rules with variations in rate of acquisition; (3) there are developmental increases in the number, as well as the kinds, of syntactic structures produced or understood; (4) there are progressive increases in the ease and fullness with which children speak; (5) language acquisition involves not only the common sets of rules developed by speakers of the language, but also variations that occur within both individuals and social situations; (6) individuals vary in their use of specific structures; and (7) individuals and groups develop resisters of language or language appropriate for particular social situations — which may vary in phonology, syntax, lexicon, and para-linguistics. A viewer for Ampex 1-inch tape is required for use. All materials may be used for graduate, undergraduate and in-service programs in language arts. They can be presented in large or small groups. Most effective method would vary depending on episode being viewed. All procedures are clearly presented in the guides. 17 videotape segments/b&w/5-15 min. each. Completion time — 10 hours.

EVALUATION: An evaluation design with specific instruments accompanies the materials.

■ LANGUAGE AND INTEGRATION

DISTRIBUTOR: Stuart Finley LEVEL: All
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: In panel-discussion presentation, this film presents language differences and their resulting problems in the process of racial integration. Non-standard speech of urban blacks, its origins, and the resulting linguistic and dialectic conflicts with standard English are discussed in relationship to the difficulties and problems of teaching English in the classroom. 16mm/color/28 min.

Part of Series: **Language . . . The Social Arbiter.**

■ LANGUAGE ARTS: IMPROVEMENT OF INSTRUCTION IN HANDWRITING, Rocky D. Bezzi

DISTRIBUTOR: Wichita State LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to: (1) utilize a selected system of handwriting; and (2) teach and analyze handwriting, handwriting skills, and appreciation of handwriting in effective expression.

DESCRIPTION: Module 1.00 (44 pages) has six parts. Part one, *Readiness*, includes 6 separate skill objectives and related activities. Part two, *Handedness*, includes 4 skill objectives and developmental activities. Part three, *Manuscript*, includes 5 skill objectives and developmental activities. Part four, *Transition*, includes 6 specific objectives and related activities. Part five, *Cursive*, contains 5 specific objectives with related objectives. Part six, *Evaluation*, has 2 specific objectives. Module includes sample lesson plans and progress charts for recording the participant's progress. Also utilized but not included is an activity workbook which specifies and describes activities to be used in skill development.

EVALUATION: By master teacher and university instructor on demonstration of module competencies.

■ LANGUAGE ARTS: IMPROVEMENT OF INSTRUCTION IN LISTENING

DISTRIBUTOR: Wichita State LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to teach listening skills including: appreciation of the listener, elimination of poor listening habits, distinguishing between hearing and listening, and concepts and attitudes for effective listening habits.

DESCRIPTION: Module 3.00 (41 pages) contains 5 parts. Part one, *Listening Readiness*, has 7 specific objectives and corresponding developmental activities. Part two, *Purposeful Listening*, has 5 specific objectives and corresponding activities for development. Part three, *Accurate Listening*, has 7 specific objectives and corresponding developmental activities. Part four, *Appreciative Listening*, has 4 specific objectives and corresponding developmental activities. Part five, *Critical Listening*, has 6 specific objectives and corresponding activities. Participant is to teach and evaluate the specified areas of spelling. Module includes sample lesson plans and progress charts for recording participant activity. Module utilizes but does not include an activity workbook, workbook for a selected grade level and a text by Dallman, **Teaching the Language Arts in the Elementary School.**

EVALUATION: By master teacher and university isntructor on demonstration of competencies specified in module.

■ LANGUAGE ARTS: IMPROVEMENT OF INSTRUCTION IN ORAL COMMUNICATION

DISTRIBUTOR: Wichita State LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to: (1) utilize various teaching materials in teaching oral communication; (2) teach various skills in oral communication; (3) teach storytelling skills; and (4) use questions as an effective teaching tool.

DESCRIPTION: Module 4.00 (46 pages) has 7 parts or minimodules. Part one, *Voice Quality*, has 5 specific objectives in which the student is to become familiar with materials and techniques for teaching improvement of voice quality. Part two, *Improving Oral and Physical Mannerisms*, includes 4 specific objectives which have the participant encourage pupils to eliminate distracting oral and physical mannerisms, develop good voice quality, and build self-confidence in public speaking and personal conversation. Part three, *Storytelling*, has 5 specific objectives in which the participant demonstrates the ability to help pupils develop the skills and self-confidence needed to become good storytellers. Part four, *Questions*, has 3 specific objectives which familiarize the participant with questioning as an effective teaching tool. Part five, *Show-and-Tell and Reporting*, with 6 specific objectives which have the participant become familiar with materials and techniques for teaching oral communication skills through show-and-tell. Part six, *Giving Announcements and Directions*, which includes 4 specific objectives which have the participant become familiar with the components of directions and announcements and transmit these components to pupils in the classroom. Part seven, *Discussion*, has 3 specific objectives which have the participant become familiar with the procedures for a discussion and guides students to an understanding of a specific problem and the drawing of conclusions. Each part has developmental activities corresponding to the specific objectives. Module includes sample lesson plans and progress charts for participant. Module utilizes but does not include an activity workbook, workbook for selected grade level, and a text by Dallman, **Teaching the Language Arts in the Elementary School.**

EVALUATION: By master teacher and university instructor on demonstration of competencies specified in module.

■ LANGUAGE ARTS: IMPROVEMENT OF CONSTRUCTION IN SPELLING

DISTRIBUTOR: Wichita State LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to: (1) teach spelling through specific steps in formalized instruction; (2) individualize spelling instruction and promote independent learning; (3) utilize various instructional materials; and (4) use visual, auditory, and kinesthetic avenues in teaching spelling.

DESCRIPTION: Module 2.00 (24 pages) has 5 parts. Part one, *Formal Spelling*, has 2 specific objectives and developmental activities. Part two, *Individualized Instruction*, has 3 specific objectives and corresponding activities for development. Part three, *Games and Puzzles*, includes 2 specific objectives and corresponding developmental activities. Part four, *Newer Trends*, has 2 objectives and developmental activities. Part five, *Spelling in Curricular Areas*, includes 2 objectives and corresponding activities for development. Participant teaches and evaluates the specified areas of spelling. Module includes sample lesson plans and progress charts for recording participant's progress. Also utilized, but not included, are an activity workbook, workbook for a selected grade level, and a text by Dallman, **Teaching the Language Arts in the Elementary School.**

EVALUATION: By master teacher and university instructor on demonstration of competencies specified in module.

■ LANGUAGE ARTS: IMPROVEMENT OF INSTRUCTION IN WRITTEN COMMUNICATION

DISTRIBUTOR: Wichita State LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate: (1) understanding of interrelatedness of written expression with language arts and awareness that various skills of written expression must correspond with the individual maturity of each child; (2) an ability to promote an atmosphere conducive to writing and self-evaluation; and (3) ability to stress content first and form second in teaching written communication and evaluating writing in terms of the total growth of the child.

DESCRIPTION: Module 5.00 (59 pages) has 3 parts or minimodules. Part one, *Resource Materials*, consists of 3 areas: "Uses of the Dictionary" with 8 specific objectives in which the participant becomes familiar with and demonstrates effective dictionary usage; "Use of the Newspaper" with 4 specific objectives in which the participant becomes familiar with materials and techniques for implementing and/or improving instruction in the use of the newspaper; and "Library-Card Catalog" with 4 specific objectives in which the participant becomes familiar with materials and techniques for teaching the use of the card catalog. Part two, *Creative Writing — Prose*, consists of 3 areas: "Myth Writing" with 5 specific objectives in which the participant becomes familiar with materials and techniques for instruction of myth writing; "Haiku" with 3 specific objectives in which the participant becomes familiar with materials and techniques for stimulating and instructing the writing of Haiku; and "Literary Devices — Onomatopoeia" with 4 specific objectives in which the participant becomes familiar with and demonstrates activities used to guide in the use of onomatopoeia. Part three, *Practical Writing*, consists of 2 areas: "Letter Writing" with 4 specific objectives in which the participant becomes familiar with materials and demonstrates activities to guide in the instruction of letter writing; and "Class Assignment — Topic Selection" with 3 specific objectives in which the participant becomes familiar with materials and techniques for teaching the selection of a title for a written class assignments. Each area part has developmental activities corresponding with the specific objectives. Module includes sample lesson plans and progress charts, and utilizes but does not include an activity workbook, an adopted workbook for selected grade level, and a text by Dallman, **Teaching the Language Arts in the Elementary School.**

EVALUATION: By master teacher and university instructor on demonstration of competencies specified in module.

■ LANGUAGE EXPERIENCE APPROACH TO READING

DISTRIBUTOR: IRA LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This kit has special value to in-service meetings to acquaint elementary teachers with all facets of the language experience approach to reading. Although use of the kit is flexible, material may be presented in a single session. The kit contains: (1) a 23-minute tape, "The Language Experience Approach to Reading," by Jean Catterson, Director of the Reading Clinic at the University of Saskatchewan in Canada; (2) a series of 15 mounted slides which are intended to illustrate the approach in the classroom; (3) a series of 7 reprints of selected articles; (4) 4 leaflets — "Suggestions for Using Slides," "Selected Annotated References — Articles," "Selected Annotated References — Filmstrips," and "Questionnaire"; and (5) 2 guides for the workshop leader.

■ LANGUAGE EXPERIENCE APPROACH TO TEACHING READING, Thomasine Taylor

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To provide the intern with a cognitive background regarding the advantages and disadvantages of the language experience approach to teaching reading and to help the intern demonstrate an ability to effectively teach using this approach.

DESCRIPTION: The module cluster (5 pages), REA-006.00 (HOU), contains two modules: (1) *Background for the Lan-*

guage Experience Approach, and (2) *Demonstration of a Language Experience Approach Reading Lesson.* Learning alternatives provided included: (1) recommended readings, (2) videotapes, (3) an audiotape, (4) seminars, (5) direct observation, and (6) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures are provided for both modules. The first is a pencil-and-paper test; the second requires the intern to plan and teach a reading lesson using the language experience approach. Specific criteria are provided.

■ LANGUAGE OF MUSIC

DISTRIBUTOR: WILKIT LEVEL: E.Ch., Elem.
COST: $1.50 AUDIENCE: Tea., Super., Sub-prof.

OBJECTIVES: (1) Demonstrate comprehension of letter names of lines and spaces and treble clef notes in the key of C; (2) analyze time signatures of each of 4 staffs of notes; analyze 8 key signatures; (3) demonstrate knowledge of music terminology, symbols, and beat patterns; and (4) play the recorder with precision.

DESCRIPTION: WILKIT #39 has two sections: (1) the language of music and (2) playing the recorder. The first section involves use of a programmed learning text plus several audiotapes. The second involves reading about and practicing specified selections on the recorder for proficiency. Materials utilized, but not included in the WILKIT, are a Schott Recorder, audiotapes, and Recorder for Beginners by Nash. Materials included in the WILKIT are a programmed text of 38 pages entitled The Language of Music. Completion time — 14 hours.

EVALUATION: A pre-assessment is available, but not included. Proficiency assessment includes a written examination and a conference with faculty advisor where proficiency in playing the recorder is demonstrated.

■ LANGUAGE PROBLEMS IN THE SCHOOLS

DISTRIBUTOR: Stuart Finley LEVEL: All
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: This film outlines some of the problems teachers encounter in helping children learn to communicate orally and in written standard English. Children with language or dialect differences and effectiveness of language are also considered. 16mm/color/26 min.
Part of Series: Language . . . The Social Arbiter

■ LARGE GROUP INSTRUCTION, Dwight Allen

DISTRIBUTOR: Ed C LEVEL: All
COST: $250.00 AUDIENCE: All

DESCRIPTION: Dwight Allen discusses aspects of using large group instruction as part of a total program. The film includes: advantages, purposes, varieties, and organizational dimensions of large group strategies. 16 mm/color/30 min.

■ LEARNERS AND THEIR CHARACTERISTICS: IMPLICATIONS FOR INSTRUCTIONAL DECISION MAKING, Celeste Woodley

DISTRIBUTOR: Univ. of Colo. LEVEL: All
COST: $60.00 AUDIENCE: Tea.

OBJECTIVES: The objectives of Part One of this unit are to help pre-service teachers: (1) identify manifestations of students' attitudes toward school; (2) recognize that attitudes keenly felt by students are often not easily observed by teachers; and (3) comprehend that decisions about instruction should take into consideration the needs of individual students. The objectives of Part Two are to help pre-service teachers: (1) recognize that learners possess a variety of characteristics; (2) identify specific learner characteristics that may influence instructional decisions; (3) identify sources of useful information about specific learner characteristics; (4) analyze knowledge of a learner's characteristics in terms of instructional input; and (5) comprehend that knowledge about specific learner characteristics can help teachers select suitable and meaningful instruction for students. The objectives of Part Three are to help pre-service teachers: (1) identify categories of instructional alternatives; (2) identify and describe specific alternatives within categories; (3) comprehend how the teacher's role as decision-maker relates to instructional alternatives; (4) hypothesize the effectiveness of certain combinations of instructional alternatives with various kinds of students; and (5) select and defend the choice of alternatives for a particular group of students.

DESCRIPTION: This unit is based on two sets of color slides, a cassette, and 5 student profiles. The first set of 80 slides depicts students' attitudes toward school; the second set and its cassette illustrate contingencies and alternatives that affect instructional decisions. The unit includes a Guide (26 pages, including tapescript), student materials (appended in student profile folders), and a criterion test. This unit is designed to aid prospective teachers in conceptualizing the relationships between characteristics of their students and instructional alternatives. Part One of the unit introduces a teacher education class to the broad concept of learner characteristics. In Part Two, prospective teachers work with folders containing real and hypothetical data on the characteristics of individual learners. They learn to differentiate various individual characteristics of learners and to understand how assessing learner characteristics can be a basis for selecting a method of instruction compatible with student interest and ability. Part Three is directed toward conceptualizing what is involved in planning, designing, and selecting instructional programs. A slide/cassette presentation is included to acquaint prospective teachers with a wide range of instructional alternatives. Instructional alternatives are those choices of instructional strategies, content areas, materials, media, teacher role, and grouping available to the teacher. Completion time — 3 hours.

EVALUATION: This unit was produced in 1971 as two separate units and pilot tested. It was revised in 1972 and integrated into one multi-media unit. Field test results and recommended student evaluation measures included in instructor's guide.

■ LEARNER'S APPROACHES TO LEARNING, Ted Ward

DISTRIBUTOR: Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To increase the teacher's awareness of and skills in observing the approach a learner brings to a given instructional experience and to involve the teacher in creatively modifying instructional material in order to better relate it to the learner's approach.

DESCRIPTION: This self-contained teacher training kit is designed to illustrate the relationship between the learner's approach to an instructional problem and the design of the instructional experience. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction. Completion time — 1½ hours.
Part 4 of Series: Workshop Coordinator Kit.

■ LEARNING ACTIVITIES, Pat Mattingly

DISTRIBUTOR: Austin College LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant is able to: (1) list levels of involvement in Cone of Learning Experiences; (2) select learning activities appropriate to objective of lesson; and (3) identify level of cognition which a learning activity utilizes.

DESCRIPTION: Module (11 pages) contains narrative describ-

ing elements necessary for communication, the Cone of Learning Experiences, and experiences leading to learning; worksheets for using Cone; and listing of levels of cognition and their action verbs. Completion time — 3 hours.

EVALUATION: Pre-test is written examination evaluated by instructor. Final evaluation on required materials evaluated by instructor.

■ LEARNING ACTIVITY GUIDE, Wallace Allred, et al

DISTRIBUTOR: BYU-ISTEP
COST: $3.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: To describe learning activities for each objective listed in I-STEP Syllabus (Individualized Secondary Teacher Education Program at Brigham Young University).

DESCRIPTION: Activities, materials, location of materials, and procedures for attending and scheduling activities are given for each of the objectives in the I-STEP Syllabus. Activities are organized around 3 levels of understanding — perception, conceptualization, and application. Activities include readings from various sources, programmed materials, videotape, audiotape, films, filmstrips, discussions, demonstrations, lectures, observations, simulations, role-playing, micro-teaching, problem-solving, and assessment.

EVALUATION: Evaluation and response forms for evaluation of each objective makes up the second part of the Guide. Keys are included for self-assessed objectives. To be used in conjunction with I-STEP Syllabus.

■ LEARNING AND BEHAVIOR (THE TEACHING MACHINE)

DISTRIBUTOR: Carousel
COST: $135.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film, made at Harvard University's Psychology Laboratory, shows B. F. Skinner and R. J. Herrenstein measuring learning and conditioning in the laboratory. Fundamental processes of behavior are consequently presented and developed. The film also shows work related to the Pavlov conditioning experiments. 16mm/b&w/26 min.

■ LEARNING CENTERS, Susan Collins

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea., Adm.

OBJECTIVES: To help the intern become knowledgeable and skillful in organizing and utilizing learning centers. The intern will: (1) identify and describe types of learning centers; (2) describe the kinds of equipment and materials most effectively used in learning centers; (3) describe the types of groupings used in learning centers; (4) design a schematic model of a classroom which incorporates 3 distinct learning centers and describes the purpose of each; and (5) establish and operate a classroom having 3 distinct learning centers.

DESCRIPTION: Several learning alternatives are provided in this module (4 pages), GEN-005.00 (HOU): (1) recommended readings, (2) direct observations, (3) seminar sessions, (4) supervised practice teaching, and (5) intern-designed option.

EVALUATION: The pre-assessment and post-assessment procedures consist of two parts: (1) the intern prepares a paper in which he demonstrates competence relevant to the cognitive objectives of the module; and (2) the intern establishes and operates a classroom which has at least 3 learning centers which are used by all pupils on a daily basis for a period of at least one week with at least 75% of those children reporting positive feelings about using those centers.

■ LEARNING IN KINDERGARTEN

DISTRIBUTOR: ADL-BB
COST: $135.00
RENTAL: $10.00
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film presents key concepts of the program at the Eliot-Pearson Children's School of Tufts University. Following a day's activities, the film demonstrates all phases of the program which stimulates direct involvement. The classroom, children at work, and teacher interaction with individuals and groups show how the program functions. 16mm/b&w/39 min.

■ LEARNING IS OBSERVING, Allan Simmons and Margaret Shefflein

DISTRIBUTOR: Bradley-Wright
COST: $220.00
RENTAL: $35.00/week
LEVEL: Elem.
AUDIENCE: All

OBJECTIVES: Demonstrate methods in: (1) how to use natural environment to increase child's accuracy and scope of observation; (2) how follow-through activities can help children organize materials to develop basic concepts; and (3) how direct experience with the natural environment stimulates language and cognitive development.

DESCRIPTION: Film shows how to use and develop observational skills by showing how learning requires concentration, practice, and the use of oral language. Second part shows children in classroom who are immature and have perceptual and learning disabilities that require special help. Learning observational skills for these children follows same patterns with difference being in emphasis. Observational skills are useful only in the context of the real world. 16mm/color/20 min.

■ LEARNING METHODS . . . BUILDING BLOCKS TO KNOWLEDGE

DISTRIBUTOR: AIMS
COST: $150.00
RENTAL: $20.00/1-3 days
LEVEL: Mid.
AUDIENCE: Tea.

DESCRIPTION: This film studies four learning processes — trial and error, insight, conditioned reflex, stimulus response, and reward. Each method is visualized by presenting an animal actually learning by that particular process. 16 mm/color/13 min.

■ LEARNING PACKAGES MADE SIMPLE, Ward Sybouts

DISTRIBUTOR: Nebraska
COST: Package/$1.00
Package, filmstrip/$8.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant is able to: (1) give a one page statement or outline of rationale for using learning packages; (2) define a learning package by identifying its parts; and (3) write a learning package which contains required parts.

DESCRIPTION: Module (24 pages) contains the following lessons: (1) *What Is a Pac and Why Do We Use It* — option of viewing DAVI filmstrip on "Individualized Instruction" (not included), reading from Erdling, or reading supplied, 4-page narrative; (2) *Writing an Introduction* — option of reading supplied narrative, examining statements within this packet, or writing introduction to a learning package within given guidelines; (3) *Writing Objectives* — option of reading brief narrative, reading Mager, viewing Vimcet on "Behavioral Objectives," or writing behavioral objectives for topic of choice; (4) *Preparing Self-Tests* — option of viewing Vimcet

#16, DAVI filmstrip on "Individualized Instruction," or writing self-tests for topic of choice; (5) *Sequencing Learning Activities* — option of viewing Vimcet on "Practice," reading article by Robege, viewing filmstrip available from above distributor ($8.00), reading from Benathy, studying enclosed flowchart, or selecting own activities; and (6) *Quest Activities* — brief narrative on purpose. Completion time — 10 hours.

EVALUATION: Extensive, written, self-scored pre-test. Post-test is 3 written essays with no criteria for evaluation included.

■ LEARNING THROUGH INQUIRY

DISTRIBUTOR: I/D/E/A
COST: $200.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This film explains a way in which the excitement of inquiry can be employed to facilitate a youngster's learning. The approach described in the film was developed through the Mid-Continent Regional Educational Laboratory and emphasizes learning by all students through direct observation and involvement of factual and human phenomena. The approach is student-oriented and involves team learning with roles assigned to students. This film assists educators in increasing their knowledge of techniques of inquiry. It describes one approach to inquiry and hopefully would lead to further study of other theories involving the inquiry process as related to education. 16mm/color/30 min.

■ LEARNING THROUGH THE ARTS

DISTRIBUTOR: Churchill
COST: $240.00/Color
$130.00/Black & White
LEVEL: E. Ch.
AUDIENCE: Tea., Parents

DESCRIPTION: This film shows the natural reactions of four-year-old children of divergent backgrounds as they explore the arts: each child responds differently as they experience language arts, respond to music and rhythm, use paint and clay, and clean up as part of the art experience. The film demonstrates how a teacher provides these opportunities for sensory exploration and creativity. 16mm/color and b&w/ 22 min.

■ LEARNING TO LEARN

DISTRIBUTOR: AIMS
COST: $135.00
RENTAL: $20.00/1-3 days
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film reveals how imaginative methods and materials can instill in young children the desire to learn. Materials developed by Montessori and methods based on Piaget's philosophy have been uniquely integrated. Although sensory-motor development is emphasized, the primary goal is care of and respect for the self in the surrounding world. 16 mm/b&w/14 min.

■ LECTURES ARE A DRAG

DISTRIBUTOR: Churchill
COST: Consult Distributor
LEVEL: High, College, Adult
AUDIENCE: Tea.

DESCRIPTION: This film demonstrates discussion techniques in a high school classroom. Student involvement in contemporary issues is attained through the use of inquiry in an open classroom situation. An experienced teacher guides students in an inquiry and discussion of the Bill of Rights. 16mm/b&w/ 19 min.

■ LESS FAR THAN THE ARROW

DISTRIBUTOR: Holt, R, W
COST: $110.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for discussion of classroom management of the disruptive student.

DESCRIPTION: Film depicts situations in which teacher asks non-attentive students why they dislike poetry. Student responds with complaints of irrelevance and jeeringly quotes line of poetry called great by the teacher. Situation concludes with class laughing and waiting for teacher's reply. Open-ended, what should the teacher do? Study guide available. 16 mm/ color/8 min.

Part of Series: Critical Moments in Teaching.

■ LESSON AND UNIT PLANNING

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate ability to develop and coordinate lesson plans and unit outlines in appropriate form; (2) demonstrate ability to teach self-developed lesson plan and formulate homework and long-term class assignments; and (3) demonstrate understanding of elements and approaches for lesson and unit plans. Long Term Behavior: demonstrate command of planning procedures in student teaching assignments.

DESCRIPTION: The first phase of WILKIT #2 (47 pages) provides discussion and explanation of unit and lesson plan design through reading selections from Mager, McLendon, Raths, Thurber & Collette, Hook, an enclosed monograph, viewing filmstrips and videotapes, and completing corresponding response sheets. In the second phase, developing and utilizing plans, the student writes lesson plans for a given situation utilizing module lesson plan model, and presents lessons in a peer group teaching situation, a 7-minute micro-teaching situation, and/or an elementary school classroom. Module utilizes, but does not include, texts by (1) Mager, (2) McLendon, (3) Raths, (4) Thurber and Collette, (5) Hook, and filmstrips and videotapes. Learning experiences and materials included: monograph "Lesson and Unit Planning," (12 pages); response sheets for two filmstrips; self-test on Mager reading; lesson plan forms and critique sheets; Orientation Summary for Public School Teaching Experience with critique sheets attached; Application for Public School Experience; sample unit outlines; peer teaching, scheduled and completed; micro-teaching, scheduled and completed; and classroom observation and participation. Completion time — 20 hours.

EVALUATION: Self-evaluation: on material and completion of lesson plan and unit critiques. Proficiency Assessment: by faculty advisor on lesson plans, unit outlines and critique sheets on written assignments and public school teaching experience.

■ LESSON IN TEACHING SCIENCE

DISTRIBUTOR: Univ. Ed. Visual Arts
COST: $290.00
LEVEL: Elem.
AUDIENCE: All

DESCRIPTION: Using the concept of changing forms of energy, the teacher in this film bases his lesson on the actual building of an electromagnet. He supplies the materials, background information, and reviews the previous lesson on electromagnets. In this discovery approach, the children are involved in the processes of science. They work with concrete materials to solve a meaningful problem. They record and interpret data and apply their findings to their own environment. They also have the opportunity to think, discuss, and make decisions. Included is a printed sheet of suggested activities for using this film with teacher groups. 16mm/color/29 min.

■ LESSON PLANNING

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: Student plans 4-6 week unit for middle school knowledge area and daily activities for ten class periods.

DESCRIPTION: In module I:C-3 (22 pages), student has choice of reading from Alcorn et al's text, listening to audiotape on lesson planning, reading supplied narrative, attending a lecture, or developing own alternative. Student answers supplied questions for use in conference with instructor. Readings and tape are utilized but not supplied. Narrative (14 pages) gives format for unit planning; description of items within the plan; hints for establishing set, developing the lesson, and promoting closure. Completion time — 10 hours.

EVALUATION: Pre-test requires student to select topic from supplied list and develop unit and daily plans. Post-test is identical. Evaluation is by instructor with no criteria for evaluation included.

■ LESSON PLANNING KIT, Robert Burrows

DISTRIBUTOR: ISU
COST: Consult Distributor
LEVEL: Elem., Mid.,High
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate understanding of how to construct and evaluate lesson plan; and (2) demonstrate ability to recognize and value detailed lesson plans.

DESCRIPTION: This module (20 pages) has three major phases. The *Planning Phase* introduces the major elements of the teaching-learning experience, identifies 9 major considerations in adequate lesson planning, and provides a planning structure outline to be used by the student in lesson development. The second, the *Implementation Phase*, and third, *Evaluation Phase*, are considered and further developed through a student scheduled micro-teaching experience. Packet includes lesson plan examples and lesson plan format for student use in micro-teaching.

EVALUATION: By participant teacher and clinical supervisor of micro-teaching experience.

■ LET THEM LEARN

DISTRIBUTOR: EBE
COST: $180.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: A film geared for teacher education which examines the characteristics of educational films that make them significant teaching materials and illustrates the ways a film can be used in a planned or spontaneous teaching situation. Classroom vignettes and excerpts from films show that when audio-visual materials and equipment are available, the "teachable moment" can be taken advantage of fully. 16mm/color/27 min.

■ LIBRARY LEARNING CENTERS: WHAT'S HAPPENING?

DISTRIBUTOR: EBE
COST: $95.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This film was produced as a public service to help generate greater understanding of the important and essential role which the school library media center plays in a program of quality education. Highlighted is the development of library media centers and services in four school districts which won the company's 1970 School Library Awards. 16mm/color/20 min.

■ LIGHT OF YOUR LIFE

DISTRIBUTOR: IFB
COST: Consult Distributor
LEVEL: All, Adult
AUDIENCE: Tea., Parents

DESCRIPTION: This film has two major phases. The first presents description, definition, and statistics about glaucoma. Procedures for a screening test and complete eye examination are shown, as well as treatment for relief of glaucoma in early stages. The second phase focuses on eye examination procedures for parents, and actual testing processes are shown. 16 mm/color/20 min.

■ LIFE SKILLS: DECISION I

DISTRIBUTOR: Inst. Sim.
COST: $4.50
LEVEL: High, College, Adult
AUDIENCE: Tea.

OBJECTIVES: (1) Define and provide examples of 12 terms introduced in package; (2) demonstrate ability in group-guided inquiry and (3) identify real life "trade-off" decision-making situations.

DESCRIPTION: This is an "operational game" which presents the essentials and basics of human interaction through a model. Five instructional steps are presented: (1) *Concept Presentation* which introduces social science concepts and human factors concerning decision-making; (2) *Idea Generation* in which participants deal with problems and choice factors, formulate ideas about decision-making, and identify real life examples of decision-making; (3) *Inquiry and Rehearsal* in which participants review decision-making skills through group discussion; (4) *Application and Operation* in which the game is conducted; and (5) *Evaluation* which is an analysis of game actions and debriefing. In Step 4, game play gives each participant (or team) 35 decision points. Before each event, participants choose the resource set they will use, less those previously used. A first decision is made to accept or reject the resource combination based on decision criteria. A second decision involves willingness or unwillingness to trade one or two resource numbers. Using a decision matrix and ten decision rules, participants score themselves for cooperative/competitive actions. When all 35 events are completed, a final score is calculated. Winning means using the rules of decision-making in a strategic sense. Package materials include: manual with objectives, rules, operations, and instructional tasks outlined; a list of evaluation points; decision matrix; resource cards; and decision record form. Completion time — 2-4 hours.

EVALUATION: Analysis of game actions.

■ LIFE SKILLS: FEMALE IMAGES

DISTRIBUTOR: Inst. Sim.
COST: $18.50
LEVEL: All, College, Adult
AUDIENCE: All

OBJECTIVES: (1) Distinguish 5 female identities and their social significance; (2) identify 6 "real world" identity conflicts, their particular nature, and their resolutions; (3) formulate traits of identities for 4 categories of women; (4) list terms and identity descriptions of 6 major female characters and (5) design 5 situations involving women in their social relations that illustrate identity management.

DESCRIPTION: This involvement learning exercise has 5 life skills instructional steps: (1) *Concept Presentation and Development* — introduces participants to ideas about self, roles, images and identity; (2) *Evocation and Response* — participants make a self-appraisal of identities according to key identity terms and criteria; (3) *Objective and Subjective Inquiry* — developing understanding of themes and graphics in noting and treating identity; (4) *Application and Problem-Solving* — participants try-out identifies, devise solutions relating to identity management, and validate identity impressions; and (5) *Evaluation* — application of learnings in above steps. In a group guided session, with 5-8 participants per group, participants explore, discuss, chart, and react to their own self-images and those presented in game materials. Materials included are: instructor's manual which details purposes, course of instruction, steps and guidelines for kit; participant's manual, which is a designed workbook with all necessary instructions and forms; graphic identity pictures — 12 selected pictures for use in developing understanding of themes and graphics; situation statements — 36 situation statements to be used in application

and problem-solving; and identity profile sheet. Completion time — 2-3 hours.

EVALUATION: Application of learnings on more complex dilemmas of identities for the individual or design of problem for group analysis.

■ LIFE SKILLS: OBJECTIVES

DISTRIBUTOR: Inst. Sim.
COST: $4.50
LEVEL: High, College, Adult
AUDIENCE: Tea.

OBJECTIVES: Define and provide example for 12 terms introduced in package; demonstrate ability to form and present 3 inquiry points in group-guided discussion; and identify real life situations where a model for setting and implementing goals is a positive approach to problem-solving.

DESCRIPTION: This is an operational game which presents the essentials and the basics of human interaction through a model. Five instructional steps are presented: (1) *Concept Presentation* which introduces social science concepts and system's principles for dealing with goaling and related tasks; (2) *Idea Generation* in which participants deal with problems and factors related to setting goals, planning goals and associated human factors in goaling; (3) *Inquiry and Rehearsal* in which goaling steps are stressed through group-guided discussion; (4) *Application and Operations* in which the game is conducted; and (5) *Evaluation* which is an analysis of game actions and debriefing. In step 4, game play positions 4 persons in a common scenario, but with different goal options. Two persons represent "suspects" of a crime and 2 others represent investigators. Each player is provided a brief statement of the situation and is required to order goals as a personal statement of "wanted and unwanted outcomes." These statements are used as a basis for ensuing "action options" in which investigators are required to devise a plan for achieving their mutual/personal goals. Suspects are required to devise their own plan of response with their action options. Using an action-reaction table of consequences, the logic of the goals and the effects of actions are presented. Winning means different things for the suspects and investigators, as well as different objectives among the 4 players. Game materials include: game booklet which is a manual with objectives, rules, operations, and instructional tasks; a list of evaluation and inquiry points; role descriptions; and goal cards. Completion time — 2-4 hours.

EVALUATION: Analysis of game actions and accomplishments.

■ LIFE SKILLS: POWER PLANS

DISTRIBUTOR: Inst. Sim.
COST: $4.50
LEVEL: High, College, Adult
AUDIENCE: Tea.

DESCRIPTION: This is an operational game which presents the essentials and basics of human interaction through a model. Five instructional steps are presented: (1) *Concept Presentation* which introduces social science concepts and system's principles; (2) *Idea Generation* in which participants deal with paradoxes and problems, formulate their ideas, develop action alternatives and reasons, and identify "real life" examples; (3) *Inquiry and Rehearsal* in which rehearsal of selected cognitive skills is stressed through group-guided discussion; (4) *Application and Operation* in which the game is conducted; and (5) *Evaluation* which involves an analysis of game actions and outcomes. In step 4, game play gives each participant (or team) 12 resources; each resource is symbolic and has a fixed numeric value. A board, called the "Common Ground," is divided into 4 rows and 4 columns. Participants choose 1 row and 1 column as their territory — a decision unknown to others. After assessing the resource values, the participant selects one resource to be maximized and one to be minimized in his territory. In a series of decisions made for each event by each person, the resource markers are positioned on the Common Ground, according to 5 basic rules of operation. When a set of resources are exhausted in play, a tally is made of the "max" value minus the "min" values in the policy-determined territory to establish a final outcome. Winning means learning if the strategy of the highest scorer followed a plan of resource use. Game materials include: list of inquiry and evaluation points; resource markers; record form; Common Ground board; and a game manual which includes objectives, rules, and operational and instructional tasks.

EVALUATION: Analysis of game actions and accomplishments.

■ LINGUISTICS AND EDUCATION

DISTRIBUTOR: Stuart Finley
COST: $250.00
RENTAL: $25.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film presents a discussion of teacher views and attitudes about language which limits effectiveness in teaching standard English. Effective communication which produces desired response is considered as a guideline for "good" grammar. 16mm/color/22 min.

Part of Series: **Language . . . The Social Arbiter.**

■ LINGUISTICS COMPONENT; SET A: NONSTANDARD VARIETIES, Thomas M. Woodell

DISTRIBUTOR: Houston
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To relate findings of socio-linguistics to the problems of educating children — in particular, those who are not white, middle-class children.

DESCRIPTION: This module is designed for independent study with discussion seminars scheduled at student's request. Principles that describe relationships between standard and nonstandard speech are introduced and illustrated by specific references to the nonstandard speech of some Blacks. (While illustrations used are drawn from the large body of available information on black dialects, the principles apply to any nonstandard dialect speakers.) Readings are the primary instructional mode and are centered around the following topics: dialect and language; linguistic diversity; 3 dimensions of language diversity; positive and negative factors that tend to check linguistic diversity; teacher attitudes toward language differences; assumptions about language reflected in attitudes expressed by teachers and instructional materials; differences between language rules and rules of English and their implications for traditionally-taught grammar; linguistic repertoire; monolingual and bilingual style shifting; conditions determining style-shifting; relationship between style and class stratification; linguistic norms and the implications of language learning for formal education; language acquisition patterns as related to social class and age; elaborated and restricted codes; educational problems of ghetto and/or low-income children and their relation to instructional materials, reading failure, and teacher expectations; and questioning as a classroom technique. Completion time — 8 hours.

EVALUATION: No pre-assessment is described for the module. Post-assessment is in the form of a written test and an instructor interview.

■ LINGUISTICS COMPONENT; SET A: THE NATURE OF LANGUAGE, Thomas M. Woodell

DISTRIBUTOR: Houston
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given a definition of language, identify and explain the key points of that definition, then judge its adequacy; (2) construct, explain and evaluate your own definition of language; and (3) briefly explain what are linguistics and describe some of the important areas within linguistics.

DESCRIPTION: Students begin the module after taking the pre-assessment, "Looking at Language." The pre-assessment is designed to make students aware of misconceptions and/or

stereotyping that may result from pupil's deviation from standard English. Instructional activities consist of various readings and analyses centered around the following topics: misconceptions about language; theories used to explain the origin of language; differences between speech and writing; differences between animal communication and human language; linguistic subsystems; patterns of negation and interrogation; language and peoples; language and thought; and animal language. Completion time — 5 hours.

EVALUATION: Pre-assessment: analysis of a taped dialogue which is evaluated in an interview with the instructor through questions related to the topics discussed in the module. Post-assessment: written test and student/instructor conference over the knowledge level objectives.

■ LISTENING, Jean Greenlaw

DISTRIBUTOR: Georgia
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of: (a) the listener in the communication process, (b) hearing and comprehending, and (c) purpose of speaker; (2) evaluate personal listening habits; (3) recognize propaganda, bias, and emotionalism; (4) solve listening problems; and (5) select and use relevant literature to help students develop good listening skills.

DESCRIPTION: In this module (7 pages), the participant reads materials included in the module and others outside of module; prepares lists, charts, and lesson plans concerning listening; and selects readings describing how they may be used with students to develop listening skills. Included in the module are references to outside readings, introductory comments for each objective, and activities for university and school option. Each activity has a point value listed beside it; successful completion of the module is determined by the number of points accumulated in performing the activities.

■ LISTENING

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: E. Ch., Elem.,Mid.
AUDIENCE: Tea.

OBJECTIVES: (1) Display comprehension of 5 types of listening and major listening skills; and (2) demonstrate application of principles of teaching listening skills by preparing lesson plans and instructional material and teaching one planned lesson to a group of children.

DESCRIPTION: Learning experiences in WILKIT #37 (54 pages) include reading materials on listening skills, participating in a seminar, preparing charts and posters that define types of listening and listening skills, preparing 4 lesson plans dealing with types of listening, including teaching aids, and teaching one lesson to a group of elementary school pupils. Included in the WILKIT are: a pre-assessment, an illustrated poem on listening (13 pages), quotes and summaries of research studies, monograph — "Types of Listening and Listening Skills" (4 pages), poem on listening manners, "Do's of Listening Instruction," lesson plan sheets, evaluation of teaching form, a bibliography on listening, and ideas for a unit on critical listening — "Ideas for Listening." Completion time — 20 hours.

EVALUATION: Pre-assessment involves answering a sheet on "Are You a Good Listener?" to be used in seminar. Proficiency assessment involves completion and evaluation of activities in the WILKIT.

■ LISTENING: FROM SOUND TO MEANING

DISTRIBUTOR: NEA-ACT
COST: $16.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This 15-minute filmstrip suggests principles and practical procedures that may be applied in the classroom, based upon scientifically validated findings and expert opinion. The content deals with how much time students spend listening, how much teachers should expect them to retain, and how teachers can help them develop proper, productive listening skills. The packet includes a filmstrip, one 33-1/3 record, and a booklet **Listening, What Research Says to the Teacher.** Additional copies of the booklet may be ordered at $.35 each. Part of Series: **What Research Says to the Teacher.**

■ LOCATING AND UTILIZING INSTRUCTIONAL MEDIA MATERIALS

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea. Lib.

OBJECTIVES: (1) Lists values, sources and indexes of free media materials, as well as types of media centers; and (2) plans a lesson utilizing media from five sources, evaluating the effectiveness of his choices.

DESCRIPTION: In module I:E-1 (12 pages) student writes a two-page report on 3 types of media centers he has visited. Student has choice of discussing subject with instructor, reading supplied narrative, writing for and evaluating media obtained from various sources, visiting a curriculum library and evaluating in writing its holdings, or reading from supplied bibliography. Readings utilized but not included. Narrative in module (5 pages) justifies use of media, gives examples of non-commercial materials and their sources, explains media centers, and gives criteria for evaluation of materials. Completion time —10 hours.

EVALUATION: Pre-test includes self-evaluated written examination and directions for a lesson plan utilizing a variety of media. Criteria for evaluating the plan are not included. Post-test is alternate form of pre-test utilizing same evaluation.

■ LOGICAL DIMENSION IN TEACHING

DISTRIBUTOR: Bel-Mort Films
COST: $6.50
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: The meaning of the logical dimension in teaching with classroom examples of 12 different types of logical operations are included in this filmstrip (49 frames, color).

■ LONELINESS . . . AND LOVING

DISTRIBUTOR: Learning Corp. of America
COST: $250.00
RENTAL: $25.00
LEVEL: College, Adult
AUDIENCE: Tea.

OBJECTIVES: To stimulate discussion of human relationships and love.

DESCRIPTION: This film, from the motion picture "Five Easy Pieces," presents the theme of the search for fulfilling human relationships and love. The story is of a young man who returns home but has rejected all emotional ties with his family and the things they represent. He finally reveals a partial awareness of himself and his existence by saying: "I move around a lot, not because I'm looking for anything really, but because I'm getting away from things that get bad if I stay." Alienation, psychological and social dimensions of loneliness, escapism, lack of commitment, the inability to love, and sex as an emotional substitute are some of the considerations presented in the film. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activities are included in a teacher's manual. 16mm/color/15 min.
Part of Series: **Searching for Values: A Film Anthology.**

■ LOOKING AT READING OBJECTIVELY, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C.
COST: Consult Distributor
LEVEL: E. Ch., Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: Student will be able to identify role of general

and specific objectives in a reading program by: (1) listing 4 broad selections for total school reading program; (2) listing 4 rules used in developing an approach to reading objective; (3) identifying behavior objectives for reading; and (4) selecting instructional activities to meet one reading objective.

DESCRIPTION: In this module (12 pages), learning activities include: reading from Zinta, **The Reading Process**; viewing a filmstrip and tape by Baker, "The Teaching of Reading"; and discussing filmstrip in seminar. Practice is provided for by 3 enclosures on objectives for reading with appropriate activities. Completion time — 3 hours.

EVALUATION: Pre-test and post-test are included with answer sheets.

■ LOOKING FOR ME

DISTRIBUTOR: U. of Calif. EMC — LEVEL: All — AUDIENCE: Tea.
COST: $175.00
RENTAL: $13.00

DESCRIPTION: This film supports a talented young teacher's belief that movement awareness is essential for all children and that for psychotic or handicapped children body language is an important means of communication. It shows a dance therapist working with normal and emotionally-disturbed children, with teachers, and with therapists. 16mm/b&w/29 min.

■ LOVE TO KILL

DISTRIBUTOR: Learning Corp. of America — LEVEL: College — AUDIENCE: Tea.
COST: $250.00
RENTAL: $25.00

OBJECTIVES: To stimulate a discussion of attitudes towards violence and issues concerning killing and survival.

DESCRIPTION: This film, from the motion picture "Bless the Beasts and Children," presents attitudes toward hunting and killing for pleasure. The story tells of six young boys at a summer camp who are repulsed by the actions of hunters who are indiscriminately killing buffalo. The boys attempt to free the animals to prevent their destruction and in the process one of the boys is killed. Cultural attitudes toward killing and hunting, the value of life, killing as an instinctual heritage, and survival of the fittest in nature are some of the considerations presented. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.

Part os Series: **Searching for Values: A Film Anthology**.

■ LOVE'S BEGINNING

DISTRIBUTOR: AIMS — LEVEL: Elem.
COST: $135.00 — AUDIENCE: Tea., Parents
RENTAL: $15.00/1-3 days

DESCRIPTION: This film depicts children and adults of many ethnic groups demonstrating how love can be directed into making one's life richer, stronger, and more meaningful as it grows into universal reciprocity. 16 mm/color/10 min.

M

■ MADISON SCHOOL PLAN

DISTRIBUTOR: AIMS — LEVEL: E.Ch., Elem.
COST: $230.00 — Mid.
RENTAL: $25.00/1-3 days — AUDIENCE: Tea., Adm.

DESCRIPTION: Rod Serling narrates this film which illustrates the maximum integration of exceptional children into the classroom. Traditional disability grouping is eliminated except for administrative purposes, so there is a free flow of children between the regular classes and specialized faculty (Learning Center). The instructional program is linked to a continuous assessment of those educational variables which often operate to hinder the performance of the exceptional child in the regular classroom. 16mm/color/18 min.

■ MAGAZINES TO TRANSPARENCIES

DISTRIBUTOR: IFB — LEVEL: All
COST: $145.00 — AUDIENCE: Tea.
RENTAL: $9.00

OBJECTIVES: Demonstrate simple and inexpensive process of making transparencies from black and white or color materials printed on clay-coated paper.

DESCRIPTION: Film explains process, step-by-step, by which a printed image can be transferred to acetate backing. Masonite board, tray, scissors, brayer, rubber cement, tape, vinegar frosted acetate, clear lacquer, and two sheets of glass are needed. Process explained in detail. 16mm/color/12 min.

■ MAKE A MIGHTY REACH

DISTRIBUTOR: I/D/E/A — LEVEL: All
COST: $300.00 — AUDIENCE: All

DESCRIPTION: This award winning film depicts the dramatic changes taking place in education in: (1) what to teach and how to teach it; (2) nongraded continuous progress programs; (3) technological aids; (4) building facilities; (5) library centers; (6) use of teacher aides; (7) flexible scheduling; and (8) team teaching. Emphasis is placed on learning experiences geared to the individual student and involving them in the process of inquiry. 16mm/color/45 min.

■ MAKING YOUR OWN TESTS

DISTRIBUTOR: eye gate — LEVEL: All
COST: $20.00 — AUDIENCE: Tea.

DESCRIPTION: A training program designed to improve classroom testing. Kit contains 3 color filmstrips, 2 records, and 28-page ditto master for printed materials. Filmstrip titles are: "Planning the Test," "Constructing the Test," and "Analyzing the Test." It can be used for in-service to present the essentials of test-making in a practical and understandable way.

■ MANAGING ELEMENTARY SOCIAL STUDIES LEARNING ACTIVITIES

DISTRIBUTOR: SMSC — LEVEL: Elem., Mid.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: (1) The student gains knowledge of: (a) research and literature on the effectiveness of diversified social studies learning activities and teaching strategies; and (b) a variety of teaching strategies and learning activities such as simulation, inquiry, value clarification, etc.; and (2) student is able to: (a) locate, select, and evaluate social studies learning material; (b) develop learning activities; (c) design instructional materials appropriate to specific groups; and (d) use diversified teaching strategies and learning activities in the social studies.

DESCRIPTION: This cluster requires the student to complete an assessment of effectiveness of certain teaching strategies used in social studies; complete an independent reading contract on teaching strategies and learning activities; attempt a

mini-course in elementary social studies; make a comparative analysis of at least 3 curriculum projects; develop an inquiry lesson, a strategy for studying a concept, and a lesson using small group techniques for a specific group of students; use a learning game or simulation with a group of students; and attend seminar on listed compacs as necessary according to the pre-assessment. Learning activities in the compacs include reading, viewing films, listening to audiotapes, evaluating social studies materials and strategies, planning lessons, and peer teaching. Materials are not included with the compacs. The cluster is fairly complex and necessitates work over a considerable period of time. List of compacs include: *Individualizing Instruction, Developing Inquiry Lessons, Teaching Concepts, Reading on Social Studies, Role-Playing, Use of Small Groups, Values Clarification, Field Trips, Writing Self-Teach Packages, Analyzing Materials, Use of Current History Newspaper, The New Social Studies Projects, Technology and Media in Minority Studies, Evaluating Materials on Blacks, and Simulation and Games.*

EVALUATION: A pre-assessment is mentioned but not included. Evaluation includes fulfilling the reader's contract and other activities of the cluster and attending a seminar with 10 peers and the social studies advisor. Each compac has its own evaluation.

■ MANIPULATIVE MATERIALS IN THE CLASSROOM, Jon M. Engelhardt, E. Glenadine Gibb, Heather L. Carter

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: The user will be able to: (1) identify manipulative materials used in sensory activities; (2) in sensory activities identify and name the user(s) and the method of use of the manipulative materials; (3) construct original sensory activities utilizing given manipulative materials to attain instructional objectives; and (4) demonstrate a procedure for selecting manipulative materials for classroom instruction.

DESCRIPTION: This self-paced module (103 pages) first provides self-diagnostic activities which enable the user to determine which sections to pursue. Four parts cover the importance of sensory experiences, the nature of manipulative materials, and the use and selection of manipulative materials. A variety of instructional methods include exposition, use of manipulative materials, programmed instruction, and construction of manipulative materials. An instructor's manual is available which contains pages of worksheets which can be duplicated and handed out if the module is not to be used as a disposable. Appendices include lists of commerically produced materials, an article describing construction of a manipulative device, and file form samples. No additional equipment is necessary. Completion time — 2 to 3 hours.

EVALUATION: Both pre-assessment and post-assessment are provided by means of written appraisals, both done by the student. The module has been through one developmental field test with subsequent revisions.

Part of Series: **The Teaching of Mathematics.**

■ MANY ROADS

DISTRIBUTOR: I/D/E/A LEVEL: Elem
COST: Consult Distributor AUDIENCE: Tea., Adm.

OBJECTIVES: To develop the technique of matching learning materials to the needs of the child while providing for self-selection.

DESCRIPTION: This film describes a school in Wisconsin built around a learning center which provides a variety of different activities for achieving each learning objective. The importance of self-selection is stressed, suggesting that the child will usually choose those materials most appropriate to his learning style and interests. Teachers can balance this choice by providing guidance when other materials would better develop the child's skills. 16mm/color/23 min.

■ MATERIALS & RESOURCES SUGGESTED FOR TEAM TEACHING AND INDIVIDUALIZED INSTRUCTION, L. Jean York

DISTRIBUTOR: Leslie LEVEL: Elem.
COST: $2.80 AUDIENCE: Tea.

OBJECTIVES: The learner will demonstrate understanding of the: (1) roles of the teacher, administrator, and resource teacher or librarian in a multi-media instructional program; (2) limitations and advantages of media use; (3) criteria for selecting materials for specific instructional activities; (4) types of school facilities appropriate for media use; and (5) primary functions of the resource center.

DESCRIPTION: This self-paced module (96 pages) pertains to material and resources for use in individualized instruction and team teaching. The study guide tests previous knowledge and provides key to responses which routes the user to other areas in the module. The study section provides 5 articles on the subject and requires, but does not include, a film, "The Teacher and Technology" (16mm/b&w/49 min.); an audiotape, "The Technological Revolution in Education" (1 hr.); and a filmstrip, "Design and Arrangement of Physical Facilities."

EVALUATION: Pre-assessment and post-assessments are both in the form of written tests. The pre-assessment key provides the user with a plan for selecting which sections of the module to complete. The post-assessment key provides references to various sections of the module in the case of incorrect answers. This module has been extensively field tested.

Part of Series: **Individualized Multi-Media Approach to Study of Team Teaching.**

■ MATHEMATICAL PROOF, Dale Fransson

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant plans and presents a lesson on mathematical proof to pupils.

DESCRIPTION: Module 27 (14 pages) includes narrative, examples and problems for hypothesis, conclusion, analysis, contrapositive, and proof by contradiction. A part-proof worksheet is described and instructions for implementing lesson for mathematical proofs are given. Completion time — 5 hours.

EVALUATION: Pre-test and post-test are identical written exams with answer sheets provided for self-evaluation.

■ MATHEMATICS AND MATHEMATICS EDUCATION: UNIT DESCRIPTIONS, H. Howard Thoyre

DISTRIBUTOR: Stevens Point T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The objectives of these modules are of two general types: (1) objectives having to do with the intern's understanding of mathematics content; and (2) objectives having to do with the intern's ability to teach that content to elementary school children.

DESCRIPTION: The materials are presented in two sections; each section is related to a particular course. The first section, *Mathematics 310* (77 pages) contains 13 modules; the second section, *Mathematics Education 319* (20 pages) contains 6 modules. Each of the modules is composed of 6 parts: (1) objectives, (2) prerequisites, (3) pre-test, (4) instructional activities, (5) post-test, and (6) remedial activities. Instructional activities include references to specific readings, notes by the author, videotapes, and audiotapes. Most activities are self-instructional in nature.

EVALUATION: Pre-tests are provided for most modules; they are self-administered and serve as guides to the intern. Post-tests are also provided; interns are expected to successfully complete each of these. Those in the content area are cognitive in nature, while those dealing with teaching that content are usually cognitive although 2 do call for classroom teaching demonstrations.

■ MATHEMATICS AT YOUR FINGERTIPS

DISTRIBUTOR: McGraw-Hill
COST: Not for Sale
RENTAL: $17.00
LEVEL: Elem., E. Ch.
AUDIENCE: Tea.

DESCRIPTION: Film describes the Cuisenaire system for helping children grasp simple number concepts. Method is demonstrated in a classroom. 16mm/color/28 min.

■ MATHEMATICS FOR ELEMENTARY TEACHERS, James L. Evans, et al.

DISTRIBUTOR: ILS
COST: $13.75
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: Demonstrate comprehension and knowledge of basic mathematical concepts.

DESCRIPTION: This program is an individualized course, designed for independent study and is divided into 13 units with major topics covered by a sequence of activities. The units are subdivided into modules — self-instructional activities which present the material to be learned, guide the student through instructional activities (developmental exercises, games, puzzles, etc.), and provide a progress check. Additional modules for peer discussion problems and enrichment exercises are also provided in each unit. The course consists of the following units: *Sets,* which includes material on the concept of sets, null sets, universal sets, subsets, union and intersection; *More About Sets,* which includes material on Venn diagrams, set complement, relative complement, Cartesian product set; *Systems of Numeration; The Set of Whole Numbers; Algorithms; The Set of Integers; Open Sentences; Primes and Factors; The Set of Rational Numbers; Decimals and Percents; Logic, The Set of Real Numbers; and Mathematical Systems.* The program also includes 2 forms of a course test; 2 forms of a unit test for each unit; an additional unit on teaching methods for the mathematics program; and an instructor's guide which provides an overview of the course, course structure, content and outline; suggestions for administering the course; and answer keys for course and unit tests.

EVALUATION: Self-evaluation and assessment by course proctor on course and unit tests.

■ MATHEMATICS IN THE ELEMENTARY SCHOOL: AN OVERVIEW, E. Glenadine Gibb

DISTRIBUTOR: R&D—Tex.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Participant will be able to demonstrate an awareness of the sequence of elementary school mathematical experiences by ordering selected problems according to a sequential hierarchy of developing concept maturity.

DESCRIPTION: The self-paced module provides a pre-assessment inventory of sequencing tasks for various mathematical concepts. Problem sets are then given for each of 11 concepts which the user puts in order of concept maturity. A written discussion of the correct sequence follows. A post-assessment again gives problem sets to place in order of concept maturity. This module may also be used for group instruction; an instructor's manual is available. No additional equipment is necessary. Completion time — 1½ hours.

EVALUATION: A pre-assessment and post-assessment are provided in the form of written tests. No criteria levels are stated.

■ MATHEMATICS INSTRUCTIONAL MODULES, Evelyn J. Sowell and Mira Underwood

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: The general objective of this module cluster is to help the intern to become competent in the creation of mathematics instructional modules. The intern is expected to design and construct a module, field test it with pupils, and evaluate his effort.

DESCRIPTION: The module cluster (5 pages), MAT-005.00 (HOU), consists of three modules: (1) *Constructing a Mathematics Instructional Module;* (2) *Using a Mathematics Instructional Module;* and (3) *Evaluating the Construction and Use of a Mathematics Instructional Module.* Learning alternatives are provided in each module; these include: (1) suggested readings, (2) sample modules, (3) a videotape, (4) practice-feedback sessions, and (5) intern-designed activities.

EVALUATION: Each module has its own pre-assessment and post-assessment procedures. These include: (1) the design and construction of an instructional module; (2) the use of that module with pupils; and (3) the preparation of a written evaluation of that process.

■ MATHEMATICS LABORATORIES, Evelyn J. Sowell and W. Robert Houston

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: To help the intern better understand mathematics laboratories and gain experience in designing and operating one on a short-term basis.

DESCRIPTION: The module cluster (9 pages), MAT-006.00 (HOU), consists of 4 modules: (1) *Describing a Mathematics Laboratory;* (2) *Constructing a Math Lab Kit;* (3) *Using a Mathematics Laboratory;* and (4) *Evaluating a Mathematics Laboratory.* Learning alternatives include: (1) recommended readings, (2) a film, (3) a slide-tape, (4) practice-feedback sessions, and (5) intern-designed activities.

EVALUATION: Each module contains pre-assessment and post-assessment procedures. In these, the intern: (1) prepares a report, (2) constructs a math lab kit, (3) establishes and conducts a math lab and uses the math lab kit, and (4) prepares an evaluation report on the process.

■ MATHEMATICS TEACHERS RESOURCE BOOK, E. Glenadine Gibb

DISTRIBUTOR: R&D—Tex.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The goal of this book is to enable elementary teachers to check their understanding of selected topics in mathematics, to participate in activities which can enhance their understanding, and to evaluate this increased understanding.

DESCRIPTION: The resource book contains several volumes. The first is a set of self-diagnostic tests which check understanding of selected mathematics concepts. For those topics which are not understood adequately, the participant can choose from a set of 7 volumes containing instructional activities which the user reads, discusses in writing, and then evaluates his progress. A last volume contains answers to the competency appraisals. A materials list is included at the end of each volume of instructional activities. No instructor's guide is available.

EVALUATION: Pre-assessment and post-assessment are both in the form of written tests with answers provided.

■ MATHS WITH EVERYTHING

DISTRIBUTOR: U. of Calif. EMC
COST: $250.00
RENTAL: $16.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: Teachers at a conference learn to integrate mathematics concepts into the entire curriculum through a British child-centered method of teaching mathematics to children aged five to seven. The teacher is shown applying these methods in the classroom, working closely with individual students to help them discover the excitement of learning, and extending the discoveries they make into a network of understanding based on their skills. Concise narration comments on educational principles. Made for Nuffield Mathematics Project which focuses on mathematics laboratories. 16mm/b&w/21 min.

■ MARKED FOR FAILURE

DISTRIBUTOR: NET
COST: Consult Distributor
RENTAL: $14.00
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: Film discusses learning handicaps that affect children from depressed areas. Proposed solutions focus on a pre-nursery pilot program in New York City schools. 16mm/b&w/59 min.

■ ME NOBODY KNOWS

DISTRIBUTOR: NY Times
COST: $3.50
LEVEL: All
AUDIENCE: All

DESCRIPTION: This sound filmstrip (13 min.) is an example of a unique teaching approach which evokes creativity, planning, and doing by students. The filmstrip itself was illustrated and narrated by a suburban sixth grade class who interpreted in pictures and words poetry written by children in the inner city. Side One of the record includes: (a) an introduction for teachers (3 min.), and (b) students reading the poems and interpreting the feelings expressed in them (7 min.). On Side Two the students describe the process used and what they would do differently (3 min.). An accompanying pamphlet details steps which could be used by a class in making a filmstrip (or a slide-tape program). Applicable to concepts in any subject area, this type of learning experience could be adapted in varied ways by teachers for their classrooms.

■ MEASUREMENT OF ELEMENTARY CHARGE

DISTRIBUTOR: Holt, R, W,
COST: $70.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate procedure for setting up, adjusting, and using the Millikan apparatus for measuring elementary charge using Project Physics program.

DESCRIPTION: Film shows the procedure for setting up, adjusting, and using the Millikan apparatus for measuring elementary charge. Discusses sample data and methods for analyzing the data. Includes close-up views of what students should see through the microscope. 16mm/b&w/18¼ minutes.

■ MEASUREMENT OF LEARNING

DISTRIBUTOR: Bel-Mort Films
COST: $19.50 set
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: The theory of measurement, types of test questions, and practical considerations of testing are explained in this 3-part, color filmstrip. (Part I/49 frames, Part II/47 frames, and Part III/45 frames.)

■ MEASURES OF CENTRAL TENDENCY

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant will demonstrate understanding of and skill in solving problems related to the mean, median, and mode by being able to: (1) compute these measures of central tendency; (2) solve problems involving their use; and (3) discuss their appropriate application.

DESCRIPTION: In module I:G-2 (15 pages), student has a choice of reading selection from Lindquist's text, creating own alternative, attending lecture, or completing supplied material. Additional sources are referenced but not required. Module includes paper (11 pages) defining mean, median, and mode, and showing their computation and application. Practice exercises are included with the narrative. Completion time — 10 hours.

EVALUATION: Written pre-test or post-test not included in module.

■ MEASURES OF DISPERSION

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To provide reader with various ways of describing differences in dispersion.

DESCRIPTION: In module I:G-3 (21 pages), student has a choice of reading from Lindquist's and Young & Feldman's texts, creating own alternative, attending a lecture, or completing supplied material. Supplementary readings cited but not required. Module includes paper (14 pages) defining measures of dispersion such as range, quartiles, semi-interquartile range, and standard deviation, then explaining their computation. Completion time — 10 hours.

EVALUATION: Written pre-test or post-test not included in module.

■ MEDIA CENTER IN ACTION

DISTRIBUTOR: Coronet
COST: $150.00
LEVEL: All
AUDIENCE: Tea., Adm., Super., Sub-prof., Media Specialists

DESCRIPTION: The media center is described as a valuable resource which helps enrich the learning process and aids students in achieving learning potential. Media in all subjects, at all levels can be organized and coordinated so that it facilitates learning. 16mm/color/13½ mins.

■ MEDIA EQUIPMENT OPERATION — MOTION PICTURE PROJECTORS

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate: (1) knowledge of procedures for maintenance and care of motion picture films and projectors; and (2) ability to apply principles of operating projectors.

DESCRIPTION: WILKIT #70 (12 pages) has 2 phases. In the first, the student reads and studies enclosed articles and recommended texts and views 3 or more films about motion picture equipment. In the second phase, the student operates a 16mm projector. Module utilizes but does not include materials by Eboch, Brown & Lewis, Wyman, Davidson, and 3 or more 16mm films. Completion time — 10 hours.

EVALUATION: Proficiency assessment: by faculty advisor on written examination and demonstration of operating 16mm projector.

■ MEDIA MEMOS

DISTRIBUTOR: SRMCD
COST: Consult Distributor for Loan
LEVEL: All
AUDIENCE: Tea., Super., Lib.

DESCRIPTION: Material includes introductory audiotape designed to assist in discussion sessions, using media memos which are masters used in basic media training. Half-sheets are also utilized giving instructions on how to conduct media training workshops. Each procedure listed in the memos includes behavioral objectives, list of materials needed, and procedure assignment. Topics covered include use of projectors, visual communication, lettering, preservation and display techniques, and graphic communications.

■ MEDIA PRODUCTION — AUDIO AND VIDEO MATERIALS

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to apply principles of magnetic recording and production.

DESCRIPTION: WILKIT #60 (5 pages) has 2 phases. In the first, the student reads recommended materials, views five 16mm films, and attends a demonstration and discussion seminar. In the second part, the student produces an audiotape and a teaching videotape. Module utilizes but does not include 6 reading references and five 16mm films. Completion time — 6 hours.

EVALUATION: Proficiency assessment by faculty advisor on tape productions.

■ MEDIA PRODUCTION — COLORING

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to apply principles of color to enhance various instructional materials.

DESCRIPTION: In WILKIT #63 (4 pages), the student studies material by Minor and Frye (not included in module), views 3 16mm films (not included in module), and attends a demonstration seminar on coloring techniques. He also completes a coloring exercise using tempera paints, creates a visual using colored construction paper, and colors a poster or chart. Completion time — 5 hours.

EVALUATION: Proficiency assessment by faculty advisor on WILKIT assignments.

■ MEDIA PRODUCTION — DISPLAY AND MANIPULATIVE DEVICES

DISTRIBUTOR: WILKIT
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant applies principles of design, layout, coloring, mounting, and manipulation by creating a bulletin board and at least three other display or manipulative devices of his choice.

DESCRIPTION: In WILKIT #65 (9 pages), participant selects readings from enclosed bibliography, views first four films on enclosed film list, has conference with advisor for approval of tentative projects, views other films from list as applicable, and completes project. Module requires access to readings, films, and materials for creating bulletin boards and other displays. Completion time — 8 hours.

EVALUATION: No pre-assessment. Evaluation by conference with advisor. Criteria for evaluation not included.

■ MEDIA PRODUCTION — ILLUSTRATION

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to apply principles and techniques of illustration.

DESCRIPTION: In the first part of WILKIT #61 (5 pages), the student reads and studies recommended readings, views 4 16mm films, and attends demonstration seminar on illustration techniques. In the second part, the student enlarges a visual on a poster board and completes 2 of the following: reduce a visual using an overhead projector; transfer an image; demonstrate proficiency with basic graphic tools; and photosketch a visual. Module utilizes but does not include texts by Minor & Frye and Squibb-Taylor, and four 16mm films. Completion time — 6 hours.

EVALUATION: Proficiency assessment by faculty advisor on module assignments.

■ MEDIA PRODUCTION — LETTERING

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to: (1) apply principles of layout, spacing, and design; and (2) letter a poster or chart and/or prepare beginning and ending credits for a television presentation.

DESCRIPTION: WILKIT #62 (5 pages) has 2 parts. In the first, the student reads and studies two reading sources, views a film, and attends a demonstration of lettering techniques by faculty advisor. In the second part, the student creates 3 lines of lettering in specified form, creates lettering for head caption on a bulletin board using an opaque projector, transfers lettering on two visuals, prepares the copy for title and end slide for slide set, and either letters a poster or prepares the beginning and ending credits for a television lesson. Module utilizes but does not include texts by Minor & Harvey and Shaw, and 16mm film. Completion time — 5 hours.

EVALUATION: Proficiency assessment by faculty advisor on written assignments.

■ MEDIA PRODUCTION — TRANSPARENCIES

DISTRIBUTOR: WILKIT
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant applies the principles of transparency production by: (1) planning and creating overhead transparencies and/or slides of the following types: spirit duplication transparency, thermospirit transparency, thermocopy transparency, diazo transparency, photographic transparency, and picture transfer; and (2) producing a multiple-overlay transparency and a progressive disclosure transparency.

DESCRIPTION: In WILKIT #64 (5 pages), participant reads selections from Minor & Frye, and Coffman & Perkins; views films on subject; attends demonstration of transparency production techniques; and completes required skills. Access to films, readings, and materials to create transparencies are required for this module. Completion time — 5 hours.

EVALUATION: No pre-assessment. Evaluation by subjective and objective criteria in conference with advisor. Criteria not provided.

■ MEET LISA

DISTRIBUTOR: AIMS
COST: $85.00
RENTAL: $15.00/1-3 days
LEVEL: E. Ch., Elem.
AUDIENCE: Tea., Parents

DESCRIPTION: This film views the world of the brain-injured child through the eyes of the child and her parents. The film outlines the potential for productivity and the need for love and understanding that these children possess. 16mm/color/5 min.

■ MEET YOUR COOPERATING TEACHER, Beulah Newlove, Frances Fuller

DISTRIBUTOR: R&D—Tex.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: The objective of this program is to introduce prospective student teachers to and stimulate discussion of the realities of student teaching and cooperating teachers.

DESCRIPTION: Students view this slide presentation and discuss the concerns they feel and the possible alternatives for avoiding these situations. Students then read the booklet **Climates for Growth**, which they then discuss. The slides are shown again for students to formulate individual and alternative solutions. Instructor's guide included. Completion time — 1½ to 2 hours.

EVALUATION: An evaluation of this program includes writing a fictional story about a student teacher (directed imagination) and filling out a reaction questionnaire.

■ METHODS AND MATERIALS FOR TEACHING WORD-RECOGNITION SKILLS, James T. Fleming

DISTRIBUTOR: Albany T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: To enable the intern to: (1) define the skills and subskills needed in decoding words; (2) select appropriate instructional materials; and (3) describe efficient approaches to teaching these skills.

DESCRIPTION: The module cluster (18 pages), TOR-004.00 (SUA), contains 6 modules: (1) *Defining and Using Word-Recognition Skills;* (2) *Accommodating Deficiencies Needed for Decoding;* (3) *Preparing a Teaching Guide for the Use of Materials;* (4) *Planning for Simulated Data;* (5) *Matching Skills with Instructional Techniques; and* (6) *Administering a Word-Recognition Diagnostic Test.* Instructional activities include: (1) suggested readings, (2) seminars, (3) individual conferences, (4) independent study activities, and (5) intern-designed options.

EVALUATION: Each module contains a pre-assessment and post-assessment; several test forms are included in the materials.

■ METHODS AND TECHNIQUES FOR SECOND LANGUAGE TEACHING: LISTENING AND SPEAKING, Rosa Kestelman and Susana Maiztegui

DISTRIBUTOR: U of S. Cal-T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The participant will demonstrate that he has the knowledge, skills, and attitudes to: (1) facilitate the growth of his student's second language abilities as measured from pre- to post-evaluation in a micro-teaching situation; (2) prepare a lesson plan which follows the criteria specified in the module and which delineates his intended performance; and (3) construct after his performance his own self-evaluation revealing his objectivity and insight for further improvement.

DESCRIPTION: This module (23 pages), BTS-003.04 (USC), is sequenced in a manner that allows the participant to plan and evaluate second language lessons and to gain practice through micro-teaching in presenting the various techniques used in teaching listening and speaking skills. Instructional activities provided include: (1) recommended readings, (2) demonstrations, (3) independent study activities, (4) workshops, (5) practice-feedback sessions, (6) direct observations, (7) videotapes, (8) films, (9) micro-teaching, and (10) student options.

EVALUATION: The pre-assessment consists of a pencil-and-paper test which is to be passed with 85% accuracy. The post-test involves meeting the terminal objective; performance criteria to be met call for 80% agreement between the participant's self-evaluation and the facilitator's evaluation.

■ METHODS, MATERIALS, THEORIES AND OBSERVATIONS, Ray McPhail and Naomi White

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Evaluates instructional methods for the teaching of writing by comparing, citing advantages and disadvantages, and listing methodological limitations and applications; (2) observes classroom teacher teaching writing; and (3) observes students learning writing skills.

DESCRIPTION: Module (8 pages) contains following activities: (1) read from supplied bibliography; (2) read Purpose Matrix focusing on its uses, limitations, and advantages in terms of motivation; (3) discuss Kids and books by Holbrook, Sparke & McKowen, and Moule; (4) devise lessons where peers participate in exercises involving tactile, auditory, kinesthetic experiences; (5) read from Moffett and Smith; (6) choose samples of children's writing for analysis according to given criteria; (7) write distributors for materials (list supplied with addresses); (8) read from supplied bibliography on evaluation, grammar, content, and motivation; (9) read Holbrook on English for the Rejected; (10) work through samples of children's writing and related material; and (11) make up paragraphs in both formal and informal English.

EVALUATION: For pre-test and post-test, participant submits either paper or tape, or has discussion with instructor for each of the objectives. No criteria for evaluation supplied.

■ METHODS OF INTRODUCING AND SUMMARIZING A UNIT

DISTRIBUTOR: Panhandle LEVEL: All
COST: $ .80 AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can list different activities used to introduce or summarize a unit; (2) trainee can describe how activities can be used to motivate and/or culminate a specific unit he may plan for class; (3) trainee can use criteria to determine kinds of activities to use in introducing and summarizing a unit; and (4) in a micro-teaching situation, trainee can demonstrate an activity to introduce a unit and an activity to summarize a unit.

DESCRIPTION: In B-2 module VII-5 (64 pages), the trainee studies the information provided, performs the activities called for (listing of activities, principles, etc.), and discusses his work with a teammate. Trainee plans a micro-lesson to introduce a unit and one to summarize a unit; these micro-lessons are taught by the trainee, recorded, and critiqued by trainee and/or teammate. All reading materials are included in module — Part II of the reading input is in programmed text form. Practice quizzes (and Keys) and a one-page bibliography are also included. Completion time — 8 hours.

EVALUATION: Pre-test and post-test are the same. Objectives 1, 2, and 3 are evaluated by objective cognitive tests; objectives 4 and 5 involve evaluation of micro-teaching performance. Evaluation checklists provided. Criteria are designated for micro-teaching evaluation. Teammate or trainee himself can rate performance using checklist and recording equipment.

■ METHODS OF PUBLIC SCHOOL MUSIC, Edwina L. Battle

DISTRIBUTOR: Tea. Corps. Assoc. LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea., Sub-prof.

OBJECTIVES: To give teacher trainees adequate background and training in music skills which can be adapted to meet the needs of children in the primary grades.

DESCRIPTION: Component (50 pages) is divided into 3 instructional module clusters: *Music Fundamentals, Instruments and Their Use,* and *Techniques of Music Instruction.* Each IM cluster contains objectives and representative behaviors. The student works through the 3 IM clusters. Access to a piano is necessary. Component involves reading, attending lectures, and performing on written tests, and being able to identify notes and music by listening to them and by playing them.

EVALUATION: Pre-assessment and post-assessment involve written tests and performance under structured conditions. Criteria levels are not stated.

■ METHODS OF RESEARCH IN CHILD STUDY AND OBSERVING AND RECORDING BEHAVIOR, Helen L. Richards

DISTRIBUTOR: Grambling T.C. LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: These materials are intended to aid the student in acquiring knowledge of the various techniques of child study. Twenty objectives dealing with the subject are specified.

DESCRIPTION: The materials (21 pages) contains two mimeographed articles and recommended reading.

■ METHODS OF TEACHING

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $19.50 Set AUDIENCE: All

DESCRIPTION: This set of three filmstrips considers methods of instruction, including theory, examples of various methods, and observations about the role of method in teaching. Part I, "An Overview" (45 frames); Part II "Teaching Types" (43 frames); and Part III "Selected Quotations" (49 frames).

■ MEXICAN-AMERICAN: BASIC FACTS, STATES AND FIGURES, Olga Mapula and Arthur Flores

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: (1) Express concern for and interest in the educational plight of the Mexican-American and in the investigation of the situation of Mexican-Americans; (2) identify local facts concerning Mexican-Americans; and (3) describe needs-assessment program for improving the conditions of the Mexican-American.

DESCRIPTION: In module III:A-1 (54 pages), student has a choice of reading U.S. Commission on Civil Rights' Reports on the Mexican-American along with other sources listed in bibliography, reading and discussing material in module, viewing videotapes, or listening to cassette. Module includes paper (47 pages) giving basic population statistics, socio-economic and cultural characteristics; a report on Project Trend (needs-assessment project); a survey of Mexican-American students in the Southwest; and recommendations for educational programs for the Mexican-American. Completion time — 15 hours.

EVALUATION: No pre-test or post-test provided in the module.

■ MEXICAN-AMERICANS — THE INVISIBLE MINORITY

DISTRIBUTOR: Indiana LEVEL: All
COST: $180.00/b&w AUDIENCE: Tea.
$300.00/color
RENTAL: $12.50/color; $9.25/b&w

DESCRIPTION: Film depicts the 5,000,000 Mexican-Americans, the second-largest and fastest growing ethnic minority and their struggle for an identity within the protest movement. The majority of Mexican-Americans are living in economic poverty in the southwestern region of the United States, and nearly 80% of them are employed as unskilled labor. Their children readily fall behind in an educational system designed for white English-speaking students. Understanding the Mexican-American struggle requires an understanding of minority aspirations which include retaining a cultural identity. 16mm/color or b&w/38 min.

■ MICROPHONE SPEAKING

DISTRIBUTOR: Centron LEVEL: Mid, High
COST: $190.00 AUDIENCE: Tea.

DESCRIPTION: This film teaches the proper use of the microphone in public address systems and radios. 16mm/color/14 min.

Part of Series: Communications — Speech

■ MICRO-TEACHING, Dwight Allen

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) presents the concept of micro-teaching for use in preparing teachers. Lecture defines micro-teaching as a technical development designed to instruct student teachers in the precise skills of teaching. Micro-teaching simulates classroom situations and provides a wide range of alternatives for the same situation, disciplinary action, or getting students to respond to questions. This method of training increases the economy of the student teaching program and opens new avenues for evaluation of teacher training.

■ MICRO-TEACHING, Ray C. McPhail and Naomi White

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant demonstrates knowledge of theory, methods, materials, and observations in a micro-teaching situation.

DESCRIPTION: Module (4 pages) gives participant alternative of (1) teaching micro-lesson on writing, to peers for their evaluation; (2) teaching micro-lesson on writing, to 5 children with peer and student evaluation; or (3) teaching micro-lesson prepared by peer with evaluation by self, peers, and instructor. Criteria for evaluation of the lessons are included.

EVALUATION: No pre-test. Post-test is based on completion of micro-lesson with evaluation by supplied checklist.

■ MICRO-TEACHING, Pat Mattingly

DISTRIBUTOR: Austin College LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant is able to: (1) prepare and teach a 7-minute lesson on one idea; (2) summarize in writing the observations and suggestions on lesson including suggestions for future lessons; and (3) evaluate 2 or more micro-taught lessons of peers.

DESCRIPTION: Module (9 pages) contains background information on micro-teaching, its values, its features, and ways to physically arrange for it. Activities to measure competency are included. Observation form for lesson provided. Completion time — 10 hours.

EVALUATION: Pre-test is written examination evaluated by instructor. Final evaluation on basis of required performances with no evaluative criteria included.

■ MICRO-TEACHING FOR EDUCATION 301

DISTRIBUTOR: Washington State LEVEL: High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Using primarily the assigned teaching technique within a prescribed time limit, participant teaches a preselected concept, skill, or idea to a peer group of approximately 5 students. Peers must accomplish stated performance objective for the taught lesson.

DESCRIPTION: Module (9 pages) contains instructions for 3 micro-teaching experiences. The first deals with questioning techniques with a limit of 2 of the total 10 minutes being lecture or explanation. Assignment includes submission of complete lesson plan along with resume of questioning strategy to be used. The concept to be taught is not assigned. The second micro-lesson requires demonstration of either introducing a new topic, developing discussion-leading skills, or demonstrating appropriate teacher behaviors. The technique required is inductive with the content open and a time limit of 15 minutes. The third lesson focuses on small group problem-solving requiring demonstration of a broad synthesis of the techniques and competencies learned in the course. The required technique is open (no lecture), the content is open, and the time limit is 15 minutes. Instructions for replaying videotapes of the micro-lessons are included. A self-check list is included for the student's benefit. Completion time — 10 hours.

EVALUATION: Evaluation of the 3 lessons is by checklist measuring objectives, teaching behavior, and the obtainment of the objective. Evaluator has room for comments and assigns point-grade according to scale included in the checklist.

■ MINI-PROGRAM FOR TAXONOMY OF BEHAVIORAL OBJECTIVES, David Igl

DISTRIBUTOR: U of Wis-Stout
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Defines taxonomy; (2) lists and gives brief description of the 3 domains; and (3) given 5 statements of behavior, identifies at least 4 of them as to the domain they represent.

DESCRIPTION: Module (7 pages) defines taxonomy and domain and briefly describes each of the 3 domains giving examples of activities within each. Completion time — 1 hour.

EVALUATION: Post-test is written examination for evaluation by instructor.

■ MINORITIES IN AMERICAN SOCIETY — THEIR CHILDREN AND THE EDUCATION OF THEIR CHILDREN

DISTRIBUTOR: Doane College
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate understanding of the disadvantaged child; (2) design a classroom experience created specifically for children of a particular minority group; and (3) demonstrate understanding of urban school setting.

DESCRIPTION: Depth Packet #18 (11 pages) introduces the student to problems and considerations in education of minority group children through reading and study of recommended texts, viewing films and videotapes, and listening to audiotapes. Utilizing this information, the student then prepares a statement identifying the disadvantaged child, designs and evaluates a classroom experience for a special group of minority children, and discusses readings in a seminar and in a faculty-student conference with special problems presented by advisor. Packet contains an article entitled "The Key Word is Relevance" (Van Til, William). Completion time — 12-15 hours.

■ MODERN FANTASY FOR CHILDREN, Betsy Young

DISTRIBUTOR: Syracuse
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: Participant gains knowledge of modern fantasy for children, setting standards for choice of works and developing strategies for use of books with children.

DESCRIPTION: Module (5 pages) includes: (1) readings from Smith and Georgiou with questions supplied for discussion; (2) readings from Arbuthnot and Huck & Kuhn on applying criteria for evaluating books; (3) reading from Huck & Kuhn, Georgiou, and selected books for use with children. A form for inventorying student's literary background by Buck is included along with key for evaluation. Completion time — 2-4 weeks.

EVALUATION: Pre-test is written examination with no criteria for evaluation included.

■ MODERN MATHEMATICS ACTIVITIES FOR PRIMARY GRADES

DISTRIBUTOR: AIMS
COST: $28.00 w/rec.
$32.00 w/cas.
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This series shows activities, games, and devices that have been used successfully to strengthen the mathematics program in the primary grades. They are designed to provide repetitive activity in a way that is interesting and challenging to children. Number recognition and sequence, number concept and place value, computational skill, measurement, and other mathematical skills are among those illustrated. Construction of the games and devices is relatively simple. The series consists of 2 color filmstrips with 2 records or cassettes and a manual.

■ MODERN MEASUREMENT METHODS, W. James Popham

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Two recent conceptions in educational measurement are examined in this filmstrip-tape #16. The implications for diverse evaluation situations are explored as it applies to *item sampling and criterion-referenced measurement*. Instructor's manual is included. Completion time — 30 min.

■ MODERN REALISTIC FICTION FOR CHILDREN, Betsy Young

DISTRIBUTOR: Syracuse
COST: Consult Distributor
LEVEL: E. Ch., Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: Participant becomes familiar with modern realistic fiction for children and develops technique to introduce or present a realistic story to children.

DESCRIPTION: Module (4 pages) contains lists of books for younger and older children with an assignment for participant to read one of the books to introduce the book to children in a creative way, and to discuss its effect on the children with peers. Further sources for books are given in Crosby and Arbuthnot, as well as a tape, "Authors for Children." Huck & Kuhn are cited for providing criteria for judging realistic fiction. Completion time — 2-4 weeks.

EVALUATION: Pre-test is written examination. No post-test is mentioned in the module.

■ MODULAR SCHEDULING, Dwight Allen

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: Videotape (30 min.) presents the advantages of the flexibility which is introduced by modular scheduling. This format takes the emphasis away from the amount of time spent on a subject and places emphasis on achievement of objectives. While the standard school curriculum offers an inflexible class period, modular scheduling allows change in scheduling. Allen describes modular scheduling and its uses in expanding the curriculum.

■ MODULE ON MODULES, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle
COST: $ .70
LEVEL: All
AUDIENCE: All

OBJECTIVES: The participant will demonstrate comprehension of the modular concept.

DESCRIPTION: This module (35 pages) requires the teacher trainee to undertake as much instruction in the module as is necessary to prepare for the post-assessment. The module includes most instructional materials necessary for completion of the module, with the exception of a single reading which is referenced. Activities include reading, constructing a flow chart, constructing assessment items, designing instructional activities, and writing objectives.

EVALUATION: Module has a built-in, objective pre-assessment with answer key. Post-assessment is composed of a number of questions which must be subjectively answered. The answer key for the post-assessment is composed of sample correct answers.

■ MODULES IN READING AND LANGUAGE ARTS, Robert Schmatz and Janet Scott

DISTRIBUTOR: Stevens Point T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate use of diagnostic and achieve-

ment tests, especially as they apply to the rural poor; (2) demonstrate knowledge of reading skills and difficulties and plan a sequence of lessons to improve specific deficiencies; (3) teach spelling to a group of pupils; (4) write manuscript and cursive alphabet in accepted manner; and (5) improve oral presentation skills of a group of elementary pupils. Specific objectives are listed in module.

DESCRIPTION: The materials (49 pages) contain 24 modules each of which generally consists of: (1) an objective; (2) a prerequisite; (3) a pre-assessment; (4) instructional activities; (5) post-assessment; and (6) remediation. Instructional activities vary with the major emphasis on recommended readings. Modules are briefly described and usually activity-oriented.

EVALUATION: Pre-assessment and post-assessment procedures are usually provided. Generally assessment is cognitive in nature, but no criteria are specified.

■ MODULES IN SOCIAL STUDIES, Betty Allar and Keith Campbell

DISTRIBUTOR: Stevens Point T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: This set of materials has 2 primary purposes: (1) to assist the intern in better understanding the content of the social studies as it is organized in the elementary school curriculum; and (2) to help the intern develop skill in teaching social studies.

DESCRIPTION: These materials (83 pages) contain 2 module clusters: (1) *Aims and Organization of the Social Studies* and (2) *Methods and Activities in the Social Studies*. Each of the modules contains: (1) a prospectus, (2) objectives, (3) pre-assessment, (4) activities, and (5) post-assessment. The instructional activities provided cover a relatively wide range.

EVALUATION: Pre-assessment and post-assessment procedures are provided. While several of the assessment procedures require the intern to demonstrate an ability to teach in a specific way, the majority of the assessment procedures call for only a demonstration of knowledge.

■ MONTANARI CLINICAL SCHOOL, A. J. Montanari, DuWayne Furman, Gale Muller and Mary Petsche

DISTRIBUTOR: NETCHE LEVEL: Special Ed.
RENTAL: $ 20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) describes Montanari Clinical School in Florida — a school for emotionally-disturbed children. The objective of the school is to re-educate the children, so that they may return to society as useful citizens. Montanari discusses the social problems, as well as medical problems of children enrolled in his school.

■ MORE DIFFERENT THAN ALIKE

DISTRIBUTOR: NEA-IPD LEVEL: All
COST: $175.00 AUDIENCE: Tea., Adm.
RENTAL: $10.00

DESCRIPTION: This film was produced under contract with 5 ESEA Title III projects (U.S. Office of Education) which are also TEPS demonstration centers. The projects include a data processing system in Anniston, Alabama, to compare by computer the progress each student is making with the progress he should be making; a special school for slow learners in Fayetteville, Arkansas; a learning center in which Hagerman, Idaho, high school students have access to the latest materials and technology for self-instruction; a program of student-planned work schedules and learning projects at a school in Bowling Green, Kentucky; and a "Helpmobile" for in-service education in Duluth, Minnesota. 16mm/color/35 min./produced 1967. Completion time — 30 min.

■ MORNING FOR JIMMY

DISTRIBUTOR: ADL—BB LEVEL: High., Adult
COST: $90.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates some of the avenues open to young blacks in seeking and obtaining employment. A young black man is shown attempting to find work; the problems he faces, the process used in proper counseling, and eventual solution to his problems are also depicted. 16mm/b&w/28 min.

■ MOTION PICTURE PROJECTIONS, Arthur Cullen

DISTRIBUTOR: Idaho T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help interns demonstrate an ability to use motion picture projection systems.

DESCRIPTION: The module cluster (38 pages), ICM-005.00 (ISU), contains two modules: (1) *8mm and 16mm Motion Picture Projection* and (2) *RTV-Educational Television*. Each provides several learning alternatives that include: (1) recommended readings, (2) numerous handouts, (3) guided practice, (4) seminars, and (5) intern-designed options.

EVALUATION: Pre-assessment and post-assessment procedures are provided.

■ MOTIVATION

DISTRIBUTOR: Doane College LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of: (1) Maslow's heirarchy of needs; (2) Rosenthal's study related to teacher expectations; (3) application of behavior modification; (4) student freedom and motivation; and (5) grading and motivation.

DESCRIPTION: Depth Packet #13 (22 pages) requires the student to read and study recommended materials and enclosed articles on motivation. The student then participates in a seminar or one-to-one conference discussing materials studied and concepts related to motivation. Pack includes "Catch the Child Being Good," "A Matter of Shaping," "Believing Makes It So," "Reinforcement in the Classroom," an opinionnaire on grading, and exercises on application of rules of reinforcement responding. Completion time — 10-15 hours.

EVALUATION: By faculty advisor in oral examination.

■ MOTIVATION AND LEARNING

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Display comprehension of: (a) the nature of motivation, (b) the need system and motives of people, (c) methods of need inference, and (d) factors which function in their development; (2) display comprehension of four functions which aid in understanding factors which account for motivation; and (3) synthesize a plan for using the four functions related to motivation in a unit one plans to teach.

DESCRIPTION: WILKIT #13 (20 pages) is in two sections, first reading background material on motivation and then application through observation and planning to deal with motivation. Materials utilized but not included in the WILKIT are texts by McDonald and DeCecco, and the film, "Less Far Than the Arrow." Materials included are a film analysis sheet, 2 short projects in which motivational materials are examined and recorded, critique sheets for seminar presentation, and a self-test. Learning experiences include reading and viewing, as well as observing motivational techniques in 2 class situations. Finally, a planning paper is prepared and presented at a seminar with peers on motivation for a specific unit which students will critique. Completion time — 12 hours.

EVALUATION: A self-test is provided for self-evaluation. Proficiency assessment includes a written examination and a conference with faculty advisor to discuss performance.

■ MOTIVATION IN TEACHING AND LEARNING

DISTRIBUTOR: NEA-ACT
COST: $10.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: The program is designed for use with teachers and prospective teachers. It suggests principles and practical procedures that may be applied in the classroom, based upon scientifically validated findings and expert opinion. The filmstrip serves primarily as a motivating device, a frame of reference, a stimulus for discussion, and a start for further study. It is suggested that copies of the booklet, **Motivation in Teaching and Learning**, be available for distribution to audiences after they have seen the filmstrip. Copies are available from the above address at $.35 each. The booklet contains a list of selected references for further study. The content dealt with in this program includes the following: (a) self-concept as related to motivation and learning; (b) teacher variables (personality, interaction styles, nondirective vs. directive teaching) related to motivation and learning; (c) student variables (personality, reaction to praise and blame, reaction to success and failure, differences in learning style) related to motivation and learning; and (d) teaching techniques to enhance motivation and learning. The complete program package includes filmstrip, a 12" 33-1/3 record with narration and music (19 min.), a guide with printed narration, and a copy of the booklet, **Motivation in Teaching and Learning**.
Part of Series: **What Research Says to the Teacher.**

■ MOTIVATION THEORY FOR TEACHERS (PART I), Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: All
AUDIENCE: Tea., Adm.

OBJECTIVES: Apply aspects of motivation theory in daily classroom practice.

DESCRIPTION: In film-lecture presentation, Madeline Hunter discusses six variables subject to teacher control which influence motivation. Suggestions and demonstration for teacher practice are also provided. Recommended film use in conjunction with programmed booklet: **Motivation Theory for Teachers.** 16mm/b&w/28 min.
Part of Series: **Translating Theory into Classroom Practice.**

■ MOTIVATION THEORY FOR TEACHERS (PART I), Madeline Hunter

DISTRIBUTOR: TIP
COST: $2.25
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Programmed booklet (43 pages) presents brief, initial discussion of motivation theory and expansion through questions and explained responses. Participants evaluate their understanding of theory by question/answer sections. Motivation theory is covered with interpretation emphasizing daily teaching practices. Recommended booklet use in conjunction with the film "Motivation Theory for Teachers."
Part of Series: **Theory into Practice.**

■ MOTIVATION — WITH AN EMPHASIS ON MATHEMATICS, Dale Franson

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Given a class and the responsibility to teach a topic in mathematics, participant plans a lesson incorporating at least three ideas for increasing student motivation mentioned in this module and then teaches the lesson to the class.

DESCRIPTION: Module 20 (26 pages) contains activities for learning definition of terms, describing motives that may be contacted in a learner, tying math goals to personal goals, discussing teacher's role in assisting students to select goals, describing aspects of math useful for motivation, and looking at various aspects of motivation. Each activity contains a brief narrative, a reference to **21st Yearbook of NCTM** for further reading, and a brief assignment for developing ideas mentioned in activity. An example of a sample lesson including plan, procedures, and evaluation is included. Instruction for implementing lesson in classroom is included along with brief checklist for evaluating motivating procedures. Completion time — 5 hours.

EVALUATION: Pre-test and post-test are identical, self-evaluated written examinations.

■ MOTOR SKILLS, Virginia Kirkland

DISTRIBUTOR: Teaching Resources
COST: $35.65 (rec.)
$41.85 (cas.) or $11.95—$13.95 individually
LEVEL: E.Ch., Elem.
AUDIENCE: Tea.

OBJECTIVES: Provides background information on motor skills and their relationship to academic learning and presents practical guide to methods, techniques, and materials which can aid the educator in planning individual programs.

DESCRIPTION: Three filmstrips (76 frames average, 15-20 min.), audio cassettes or 33-1/3 record with audible and inaudible signals. Commentary, printed text, and discussion questions included with each strip. (1) "Body Awareness and Gross Motor Abilities": illustrates a spectrum of activities, requiring little or no equipment and suitable for regular classrooms through which the teacher may encourage development of motor skills and spatial judgment. Aims to develop flexibility and control of body and ability to estimate, measure, and judge the environment and the body's relationship to objects in space. (2) "Eye-Hand Coordination": presents methods to help students develop fine motor coordination and the ability to use eyes and hands together in tasks other than paper and pencil type. (3) "Pre-Writing Pencil and Paper Skills": explores the development of fine motor skills prerequisite to and culminating in the ability to reproduce symbols on paper. Lectures on "Approaches to Learning Readiness" and bibliography available ($3.50 and $.50).

■ MULTI-MEDIA INSTRUCTION, Robert Rice

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant defines multi-media instructional package, lists steps in selecting media for package, designs a package, and implements package to satisfaction of instructor.

DESCRIPTION: Module 29 (11 pages) has prerequisites of knowledge in subject matter specialty area and ability to: write behavioral objectives, adjust objectives to individual learners, operate common audio-visual equipment, prepare instructional materials commonly prepared by teachers, and prepare unit in behavioral terms for subject matter specialty. Activities contain narratives and questions for achieving objectives, forms for preparing and implementing multi-media instructional package, and instructions and suggestions for implementation. Completion time — 5 hours.

EVALUATION: Pre-test and post-test are identical self-evaluated, written examinations. Criteria for performance not given.

■ MULTIPLICATION AND DIVISION OF WHOLE NUMBERS

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of math content concerning multiplication and division of whole numbers.

DESCRIPTION: I-Pac #33 (17 pages) has two parts. In the first, the student reads and studies chapters from **Teaching Mathematics in the Elementary School** (Collier and Lerch) and **Multiple Methods of Teaching Mathematics in the Elementary School** (D'Augustine), and views two films from SRA (these materials not included in pac). Part Two consists of student completion of accompanying worksheets on multiplication and division of whole numbers.

EVALUATION: Written examination.

■ MULTIPLICATION — MEANING AND PROCESS, E. Glenadine Gibb, Julienne K. Pendleton

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: $1.25 AUDIENCE: Tea.

OBJECTIVES: The user will be able to: (1) demonstrate knowledge for teaching multiplication by (a) identifying objectives which develop meaning for multiplication, and (b) identifying objectives of exercises which make use of multiplication algorithms; (2) given a set of objectives for developing multiplication concepts, identify and construct learning activities for obtaining these objectives; and (3) diagnose student difficulties by: (a) constructing assessment items for stated objectives, (b) identifying sources of error (unattained objectives), and (c) designing activities to correct sources of error.

DESCRIPTION: This self-paced module (57 pages) contains three sections. The first provides self-diagnostic activities which enable the user to determine which instructional tasks to undertake. In the second section, the student works individually through instructional sequences with tasks related to the meaning and process of multiplication, instructional objectives, and assessment. The third section is a competency appraisal — written questions which are followed by a discussion with the instructor. No additional equipment is necessary. An instructor's guide is under development, but not available at this time. Completion time — 1 to 2 hours.

EVALUATION: The module contains a pre-assessment and post-assessment by means of written tests. The module has been through one developmental field test with subsequent revision.

Part of Series: The Teaching of Mathematics.

■ MULTIPLICATION OF FRACTIONAL NUMBERS

DISTRIBUTOR: SRA LEVEL: Elem., Mid.
COST: $135.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how to teach multiplication of fractions in modern math terms and concepts. The film shows unrehearsed classroom sessions in which children of average ability are introduced to the new math concepts. 16mm/color/30 min.

Part of Series: Modern Mathematics in the Elementary Classroom.

■ MULTITUDE OF ONE(S): LEARNER CENTERED SCHOOLS

DISTRIBUTOR: Cal ASSA LEVEL: All
COST: $210.00 AUDIENCE: All

DESCRIPTION: This film documents what is happening to students in 14 forward looking schools, elementary through secondary, throughout the nation. The learning process is organized so that it is much more individualized. The instructional program and performance objectives are geared to the individual learner, his needs, interests, deficiencies, and potential. Specifically, this film documents the way time is being used, space is being used, the application of improved learning technology (teachers, media, materials), and the development of a responsive relevant learner-centered curriculum. This film shows end results — operative, improved educational programs, and learning activities. The film does not show the slow, deliberate process (involving teachers, students, department heads, and administrators) through which progress to improve instructional programs is actually accomplished. 16mm/b&w/30 min.

■ MUSIC: A TEACHING CAREER

DISTRIBUTOR: NEA-MENC LEVEL: All
COST: $10.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip highlights the rewards of the profession as a motivational aid for classes, career days, or community groups. It includes a 17-minute record, 165-frame color filmstrip, and an instructional manual.

MUSIC EDUCATION LEARNING TASKS

DISTRIBUTOR: NUSTEP LEVEL: All
COST: $4.00 AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) incorporate planning items for a sequence of at least 2 performance rehearsals; (2) plan instruction for a unit encompassing at least two periods of a non-performance music class; (3) conduct or implement learning activities in a rehearsal situation and in a non-performance class situation; and (4) illustrate evaluation, learning, planning, and conducting skills during and after rehearsals.

DESCRIPTION: Package contains 10 music education modules (86 pages) and 14 optional generic modules (74 pages). Music modules are concerned with: (1) philosophy and purpose of music education, (2) planning and managing instruction, (3) instructional objectives and strategies, (4) selecting music, (5) rehearsal routines, (6) micro-teaching a rehearsal situation, (7) the instrumental rehearsal, (8) the choral rehearsal, (9) evaluation in music, and (10) interdisciplinary arts experiences. Format for module includes description of problems, lists of performance objectives, prerequisites (if any), and learning activities. Learning activities consist of: (1) readings (most included in package); (2) classroom practice — independent work, discussion groups, seminars, micro-teaching with peers, and viewing media; (3) practice in field situations — observation, interviews, discussions with teachers, and instruction through rehearsals; and (4) evaluation of student performance. Optional generic competencies included are: (1) accountability, (2) contingency contracting, (3) classroom control, (4) concept learning, (5) problem-solving, (6) skill learning, (7) measures and evaluation, (8) individual projects in human relations, (9) feedback measures, (10) interaction analysis and its uses, and (11) analyzing inquiry behaviors.

EVALUATION: No pre-tests. Post-tests are either completion of required performances, completion of written examination, or conferences held with instructor.

■ MUSIC FOR CHILDREN

DISTRIBUTOR: WILKIT LEVEL: E.Ch., Elem., Mid.
COST: $1.50 AUDIENCE: Tea., Super., Sub-prof.

OBJECTIVES: (1) Apply knowledge of the relationship of growth characteristics of children in chosen grade level to what can be expected of them in various aspects of the music curriculum — e.g., part singing, music reading, rhythms, etc.; (2) demonstrate comprehension of correlation of music with other areas of the curriculum; (3) synthesize knowledge of autoharp by playing a selection in a peer group of 10 — 15 students; and (4) apply knowledge of the following through teaching to a peer group of 10-15 students: (a) teaching song from a recording, (b) teaching song using rhythm instruments, and (c) teaching song in two or three part harmony.

DESCRIPTION: Learning experiences in WILKIT #40 (23 pages) fall into three sections: (1) reading a variety of materials, on music curriculum and the teaching of music, (2) learning to play the autoharp and demonstrating skill among peers, and (3) reading and listening to tapes in preparation for teaching 3 lessons (obj. 4 above) to peers in seminar settings. Materials utilized but not included in the WILKIT are: an autoharp, an extensive number of readings, and a series of audiotapes. Included in the module are: library references, check lists for behavioral objectives, diagram of autoharp, and Latin American rhythm patterns. It is encouraged that sections 2 and 3 of the module be done within groups of students.

EVALUATION: Pre-assessment involves completion of WILKIT entitled The Language of Music. Proficiency assessment includes a written examination, a final seminar where peer lessons are evaluated and proficiency on the autoharp is demonstrated, and a meeting with the faculty advisor.

■ MUSIC LISTENING ACTIVITIES IN THE ELEMENTARY CLASSROOM, Samuel D. Miller

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To present to children at least one record for music listening with two goals in mind: (1) bringing the class to enjoy the beauty of the sound, the basic mood, and expression of the work; and (2) bringing the class to discover and understand certain features of the elements.

DESCRIPTION: The module (4 pages), MUS-005.00 (HOU), provides several alternatives: (1) suggested readings, (2) a seminar, (3) two record albums, (4) independent study activities, and (5) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures call for the intern to present one record to his class in a listening lesson; criteria are specified.

■ MY COUNTRY RIGHT OR WRONG?

DISTRIBUTOR: Learning Corp. of America
LEVEL: College
AUDIENCE: Tea.
COST: $250.00
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of the issues concerning patriotism and personal values.

DESCRIPTION: This film, taken from the motion picture "Summertree," presents a theme of patriotism and personal values. The story is of a college student who is faced with the problem of the draft. While his personal life and values direct him to seek alternatives to fighting a war he does not believe in, conflicts arise with his father whose views on patriotic duty are far different than his son's. Months later, after Jerry has been unsuccessful in avoiding the military, his father falls asleep during a news broadcast that shows his son's death in action. The dimensions of patriotism — fighting a war one is against, rejection of inherited values, conflict within family and society over traditional norms, and ability to accept the consequences of independence — are some of the considerations presented. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activities are included in a teacher's manual. 16mm/color/15 min.
Part of Series: Searching for Values: A Film Anthology.

■ MY NAME IS CHILDREN

DISTRIBUTOR: NET
LEVEL: Elem.
COST: $200.00
AUDIENCE: Tea.
RENTAL: $12.00

DESCRIPTION: The Nova Elementary School in Fort Lauderdale, Florida is using an inquiry approach to motivate its students to learn. Children work alone, with small groups, and in large groups. Teachers coordinate plans and discuss individual student problems in daily meetings. The children are deeply involved in their learning. 16mm/b&w/60 min.

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■ NAKED EYE ASTRONOMY

DISTRIBUTOR: Holt, R, W
LEVEL: High
COST: $116.00
AUDIENCE: Tea.

OBJECTIVES: Demonstrate and discuss astronomical observations which can be made with the naked eye. Part of Project Physics.

DESCRIPTION: Three teachers discuss astronomical observations of the sun, moon, stars, and planets which can be made with the naked eye. They point out various reference systems for locating astronomical objects. They also explain that observed motions of these heavenly bodies are the bases for the historically important geocentric and heliocentric systems of the world. 16mm/b&w/29½ min.

■ NAMING THE ACT, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C.
LEVEL: All
COST: Consult Distributor
AUDIENCE: All

OBJECTIVES: Given a list of objectives the student will be able to select those stated in behavioral terms from those stated non-behaviorally.

DESCRIPTION: Learning activities included in the module (19 pages) are reading Mager's Preparing Instructional Objectives; viewing a videotape by Hunter, "Increased Learning Through Objectives"; viewing a filmstrip by Popham, "Educational Objectives"; and reading a self-teaching unit, "Systematic Instructional Strategy" which is included in the materials (7 pages). Practice is provided by including a programmed exercise and a behavioral objectives game. A final seminar to discuss individual problems is optional. Completion time — 3½ hours.

EVALUATION: Pre-test and post-test are included with answer sheets.

■ NATURE AND INSTRUCTIONAL IMPLICATIONS OF READING

DISTRIBUTOR: WILKIT
LEVEL: Elem.
COST: $1.50
AUDIENCE: Tea.

OBJECTIVES: (1) Define reading, describe nature of the reading process, and list major purposes of knowing how to read; (2) identify and apply three major tasks of teaching reading in primary grades; and (3) demonstrate use of the Informal Reading Inventory with a pupil and identify instructional, independent, and frustrational reading levels.

DESCRIPTION: Learning experiences in WILKIT #28 (26 pages) include reading from various sources, discussing content of the WILKIT in 2 seminars, viewing a videotape, and administering 3 Informal Reading Inventories to elementary school pupils. Content deals with instructional implications of the reading process, characteristics needed by a successful teacher, and reading inventories. Materials utilized but not included in this WILKIT, are books by Durrell, Anderson, Bond & Wagner, Heilman, Smith & Dechaud, and Spache, plus a videotape that is available on request. Included are the videotape script, Informal Reading Inventory Summary Sheets, and an outline of the instruction. Completion time — 18-20 hours.

EVALUATION: Self-evaluation involves answering a series of questions. Proficiency assessment is a written examination.

■ NATURE OF LANGUAGE, Charles Ferguson, et al.

DISTRIBUTOR: Stuart Finley
LEVEL: All
COST: $250.00
AUDIENCE: Tea.
RENTAL: $25.00

OBJECTIVES: Help language arts and English teachers understand the language problems of students who do not speak standard English.

DESCRIPTION: This film gives a brief look at current knowledge about language from the viewpoint of the scientific linguist. It features members from the Center for Applied Linguistics. 16mm/color/28 min.

■ NATURE OF SCHOOLS AND THEIR STUDENTS, Lois Ore

DISTRIBUTOR: Idaho T.C.
LEVEL: All
COST: Consult Distributor
AUDIENCE: All

OBJECTIVES: The purpose of this module cluster is to increase the student's understandings and skills with regard to the nature of the schools and their pupils — past, present, and

future. The general objectives of this cluster should prepare the student to understand influences and relationships in the schools, student backgrounds and problems, curriculum, evaluation, guidance, financial considerations, and the future of education with the hope that these understandings will help him to discover more effective ways to improve education.

DESCRIPTION: The module cluster (18 pages), EPF-003.00 (ISU), contains 8 modules: (1) *Development of the Public Schools;* (2) *Influences and Relationships Affecting Education;* (3) *Student Backgrounds and Problems;* (4) *Curriculum Considerations;* (5) *Evaluation and Guidance;* (6) *Educational Finance;* (7) *Future Outlook in Education;* and (8) *Descriptive Paper on an Educational Issue or Problem.* The modules offer a wide variety of instructional objectives: (1) recommended readings, (2) a variety of independent study activities, (3) small group discussions and seminars, (4) films, (5) interviews and direct observations, and (6) self-designed activitives.

EVALUATION: Each module provides both a pre-assessment and a post-assessment.

■ NATURE OF THE TEACHING PROFESSION, Lois Ore

DISTRIBUTOR: Idaho T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To enable students to: (1) become familiar with the nature of the teaching profession; (2) consider how these aspects affect them as participants in the educational process; and (3) better understand those already in the teaching profession. One objective is specified for each of 7 modules.

DESCRIPTION: The module cluster (22 pages), EPF-001.00 (ISU), contains 7 modules: (1) *Reasons for Entering the Teaching Profession;* (2) *Description of Teaching;* (3) *Major Tasks Facing Education;* (4) *Characteristics of Effective Teachers;* (5) *Professional Organizations in Education;* (6) *Employment Opportunities for Teachers;* and (7) *Teacher Salaries and Status.* Instructional activities include: (1) a wide variety of independent study activities, (2) recommended readings, (3) small group discussions, (4) films, (5) seminars, and (6) self-designed activities.

EVALUATION: A pre-assessment and a post-assessment are provided for all of the modules.

■ NEIGHBORHOOD SURVEY, Ross E. Elcott

DISTRIBUTOR: Albany T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To provide the intern with an opportunity to locate and become acquainted with the area served by his school — that area consisting of the physical and social microenvironment most directly influencing and influenced by his pupils, their parents, and the school.

DESCRIPTION: The module cluster (6 pages), SCF-004.00 (SUA), consists of 4 modules: (1) *Locating the Study Area;* (2) *Political and Administrative Districts;* (3) *Social Resources;* and (4) *Neighborhoods.* Instructional activities include: (1) suggested readings, (2) visits, (3) seminars, (4) numerous independent study activities, and (5) intern-designed options.

EVALUATION: Pre-assessment and post-assessment procedures are provided for each module.

■ NEW DIMENSIONS THROUGH TEACHING FILMS

DISTRIBUTOR: Coronet LEVEL: All
COST: $100.00 AUDIENCE: All

DESCRIPTION: This film emphasizes the advantageous role of the educational film as a curriculum tool and describes the role and organization of a modern materials center. 16mm/color/27 min.

■ NEW OPTIONS FOR LEARNING — URBAN EDUCATION

DISTRIBUTOR: I/D/E/A LEVEL: All
COST: $200.00 AUDIENCE: All
RENTAL: $11.00/3 days

DESCRIPTION: This film portrays the philosophy and rationale which underline a number of approaches to urban education. One approach shown in the film, Parkway Program in Philadelphia, is an effort to use the city as the curriculum and the campus. Another approach of White Plains, New York shows the flexibility of the private school. Concepts in the film may apply to all educational situations. 16mm/color/22 min.

■ NEW TECHNIQUES AND TECHNOLOGY IN EDUCATION, John Meaney

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea., Lib.

DESCRIPTION: Videotape (30 min.) discusses the rapidly changing educational scene in terms of technology. No longer are schools totally dependent on books, blackboards and instructors, but they now have closed circuit television, ITV, filmstrips, movies, and computers among many new technological innovations. The systems approach to education is explained by Meaney.

■ NEW TECHNIQUES FOR ASSESSING COGNITIVE DEVELOPMENT, Norman E. Wallen

DISTRIBUTOR: APT LEVEL: All
COST: Consult Distributor AUDIENCE: Tea., Coun.

OBJECTIVES: Discuss new techniques for assessing cognitive development utilizing application of generalizations test along with problems concerning this test.

DESCRIPTION: Tape (29 minutes) by Wallen is presentation including overview of interest in field of assessing cognitive development, an analysis of the application of generalizations test, and an assessment of the application and generalization of the test. Sample of test items are included with tape along with suggestions for tape utilization. Completion time — 1 hour.

■ NINETEENTH CENTURY, R. Freeman Butts, William F. Russell

DISTRIBUTOR: Coronet LEVEL: All
COST: $97.50/b&w; AUDIENCE: All
$195.00/color

DESCRIPTION: The development of free public school systems from the Northwest Ordinance to 1900 is described. Topics discussed include the westward movement; the change to secular education; the influence of American textbooks; the rise and decline of the district school; and tax support and state control. Also discussed are the contributions of Daniel Webster, William McGuffey, Gideon Hawley and Horace Mann; the effect of the Civil War; compulsory attendance laws; and the rise of teacher training institutions. 16mm/b&w or color/16 min.

Part of Series: Education In America.

■ NO HIDING PLACE

DISTRIBUTOR: NET LEVEL: All
COST: $240.00 AUDIENCE: All, Parents
RENTAL: $10.15

DESCRIPTION: This film-interview presents feelings, opinions, and concerns of representative white and black citizens in a typical American suburban town. Discussion centers on the tensions which divide the black and white communities and the racial problems in the town. 16mm/b&w/59 min.

■ NO REASON TO STAY

DISTRIBUTOR: Films, Inc. LEVEL: High
COST: $165.00 AUDIENCE: Tea., Coun.
RENTAL: $21.00

DESCRIPTION: This film is the case study of Christopher Wood. Although Christopher makes good grades, he fails to find relevancy in what he memorizes and decides to drop-out of school. The film probes the reasoning behind his decision: mechanized teaching methods, rigidity of subject matter, and dullness of presentation. 16mm/b&w/29 min.

■ NONGRADED EDUCATION FOR THE MODERN ELEMENTARY SCHOOL, Frank R. Dufay

DISTRIBUTOR: eye gate LEVEL: Elem.
COST: $39.00 AUDIENCE: All

DESCRIPTION: The following 4 programs are included in the series: (1) **Nongraded Education: An Overview** (14 min.). The purpose of this filmstrip is to provide an overview of and general introduction to nongraded education. Main points include: definition of nongraded education, problems in a truly graded school which has promoted the emergence of nongraded education, and advantages of the nongraded school. (2) **The Question of Grouping for Nongraded Education** (11 min.). As a springboard for those who are considering various plans for grouping students adapted to their local situation, the author describes one grouping plan as an example. Main points in the filmstrip include: various kinds of grouping, advantages and disadvantages, factors to consider in developing class groups, tests available to assist with kindergarten grouping, and individuals who need changes in group placement. (3) **Within the Ungraded School** (9 min.). This filmstrip describes those activities within the classroom and within the school that comprise nongraded education. Points considered are: essential changes required for a successful nongraded program, the use of a multi-text, multi-level approach in any particular subject; the involvement of specialists such as librarians and music teachers; and cooperative planning and teaching. (4) **Effecting the Change to a Nongraded Program** (9 min.). For the difficult initial period in the transition to a nongraded program, the author recommends a general procedure. Points considered include how to go about: developing a district-wide philosophy, doing a self-analysis of present instructional practices, involving the total staff, orienting new staff, and developing a plan of nongraded education suited specifically to one's own community.

■ NONGRADING AND TEAM TEACHING, Madeline Hunter

DISTRIBUTOR: Special Purpose LEVEL: Elem.
COST: $150.00 AUDIENCE: All

DESCRIPTION: Madeline Hunter examines in detail the rationale and procedures for nongrading and team teaching, as practiced by the University of California Laboratory School. In the first portion nongraded patterns of organizing the school or classroom are explored in detail; consideration for the individual child is emphasized through educational diagnosis, placement in the learning continua, and uses of various groupings for specific purposes. The second portion explores merits and procedures for team and self-contained teaching patterns. A filmed question and answer session with teachers and administrators follows, dealing with such topics as pupil evaluation, progress reporting, and physical facilities. 16mm/b&w/58 min. Completion time — 2-3 hours.

■ NON-INSTRUCTIONAL MANAGEMENT: A SELF-DIRECTED LEARNING PROGRAM, David Butts, Shirley Hord

DISTRIBUTOR: R&L—Tex. LEVEL: Elem
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: To provide the observing teacher with competence in managing the classroom environment. Sixteen specific objectives include becoming familiar with the school staff, the children, and the school itself, structuring classroom locations and activities, and receiving and using feedback.

DESCRIPTION: This self-paced module (63 pages) guides the observing teacher through 16 tasks within six teaching target areas; rapport, physical organization, motivation, structure, response opportunity, and subject matter. The module is used in conjunction with an experience in observation within a school classroom. For each task, the user reads, makes observations, and notes responses. One slide-tape, "Meet Your Cooperating Teacher," is used but not included. Completion time — 1 to 2 hours.

EVALUATION: No evaluation is included. This module has been field tested and subsequently revised.

Related module: **Personalized Classroom Interaction: A Self-Directed Strategy for Cooperating Teachers and Advising Teachers.**

■ NON-INSTRUCTIONAL TEACHER RESPONSIBILITIES, James Thomas

DISTRIBUTOR: Houston T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The module gives cursory attention to many non-instructional responsibilities; the primary emphasis is on the skill of keeping good records. Six of the objectives are concerned with keeping and/or understanding 6 kinds of pupil records; a seventh objective has to do with other non-instructional responsibilities; and an eighth objective deals with extra-curricular activity sponsorship.

DESCRIPTION: The learning activities provided in the module (4 pages), GEN-010.00 (HOU), include: (1) recommended readings, (2) interviews with experienced teachers, (3) guided practice, (4) a work packet, (5) small group discussions, and (6) intern-designed experiences.

EVALUATION: The evaluation procedures consist of the intern's: (1) accurately keeping the records as required; (2) preparation of a paper listing and describing 25 non-instructional teacher responsibilities; and (3) providing evidence of having sponsored extra-curricular activities for at least 6 pupils over a period of at least two months.

■ NON-VERBAL COMMUNICATION, Randall Harrison

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min./color) discusses the findings of communication researchers who have found that 50% of our normal communication is done by non-verbal means. Harrison investigates some of the non-verbal methods used by people as they communicate with each other.

■ NON-VERBAL COMMUNICATIONS, Claudette Merrell Ligons

DISTRIBUTOR: Tea. Corps. Assoc. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: (1) To prepare the teacher to work successfully in the affective domain; and (2) to improve the teacher's interpersonal relations skills by bringing him into closer contact with his own and his students' non-verbal behaviors.

DESCRIPTION: Teacher training manual (90 pages) contains 5 modules, 18 color slides of non-verbal expressions, 30 slides (duplicates of sketches in manual), 1 videotape which is part of one of the modules, and an instructor's guide (6 pages). The learner reads, listens, discusses, views media, and evaluates the communication represented.

EVALUATION: Post-assessment involves a pencil and paper test and sometimes simulated performances. Criteria levels are not stated.

■ NORM-REFERENCED TESTS: SELECTION, ADMINISTRATION AND INTERPRETATION, David Hoffman

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines norm-referenced tests; (2) for given situations and conditions, identifies examples which give the truest picture of an individual's test performance; (3) describes various methods of test score interpretation; and (4) applies knowledge of norm-referenced test interpretation to specific test situations.

DESCRIPTION: Module 30 (30 pages) contains performance criterion for achieving each of the listed objectives. Each task includes brief narrative, suggestions for further reading, and test measuring attained knowledge. Paper, "Technical Manual for an Aptitude-Achievement Test," includes overview of terms and some norm tables. Completion time — 5 hours.

EVALUATION: Pre-test is written, self-scored evaluation. Tests at end of tasks measure knowledge gained. No post-test.

■ NORM-REFERENCE TESTS: THEIR USES, David Hoffmann

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines norm-referenced achievement tests, norm-referenced aptitude or ability tests, and norm-referenced interest test; (2) identifies their uses; and (3) selects appropriate test for given situation.

DESCRIPTION: Module 31 (29 pages) contains performance criteria, narrative describing tests and their usage, cognitive quiz for norm-referenced achievement, and aptitude and interest tests. Bibliography for norm-referenced tests included. Completion time — 5 hours.

EVALUATION: Pre-test is self-scored, matching test. No post-test. Quizzes are included after sections on each type of test. Answers provided.

■ NOW WHAT?

DISTRIBUTOR: NASSP LEVEL: High
COST: $15.00 AUDIENCE: All

DESCRIPTION: The narration is based on interviews with several hundred students and administrators. It reports on points-of-view, however radical, which contribute to today's unrest. No attempt is made to establish a balance between positive and negative attitudes, nor is any attempt made to offer specific solutions. This program is designed as a vehicle to present current attitudes on school and college campuses and to provoke discussion among thoughtful adult audiences seeking appropriate solutions. Filmstrip/record/narrated/22 min.

■ NURSERY SCHOOL AND KINDERGARTEN

DISTRIBUTOR: NEA-ACT LEVEL: E. Ch.
COST: $10.00 AUDIENCE: All

DESCRIPTION: This filmstrip program suggests practical procedures that may be applied in the nursery and kindergarten classroom. It identifies the types of services and standards, presents an overview of the school program, suggests activities, and states the benefits of education for young children. The filmstrip will serve primarily as a motivating device, a frame of reference, a stimulus for discussion, and a start for further study. The kit contains: a 12-minute color filmstrip; a 33-1/3 record; and one copy of a booklet, "Nursery School and Kindergarten." Additional copies of the booklet may be ordered at $.35 each.

Part of Series: **What Research Says to the Teacher.**

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■ OBJECTIVES

DISTRIBUTOR: UTEP LEVEL: Elem., Mid.
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Student writes unit objectives for future peer-teaching lessons and writes terminal and instructional objectives for a middle school unit of his choice.

DESCRIPTION: In Module I:C-2 (6 pages), student has choice of reading from Burns or Mager, viewing slide-tape on competency-based objectives, or attending lecture. Slide-tape and readings utilized but not included in module. Completion time — 10 hours.

EVALUATION: Pre-test requires student to write 5 terminal behavioral objectives and develop instructional objectives for one of them. Post-test requires objectives for future peer-teaching experiences and terminal and instructional objectives for a middle school knowledge unit of student's choice. Criteria for instructor's evaluation are not included.

■ OBJECTIVES AND IN-SERVICE TRAINING, Eva Baker

DISTRIBUTOR: Vimcet LEVEL: All
COST: $10.00 AUDIENCE: Tea.

DESCRIPTION: This audiotape presents an examination of the practical aspects of employing measurable instructional objectives as a vehicle for staff development. Suggestions are made regarding practical support mechanisms for objective-based instruction.

■ OBJECTIVES AND THE BEHAVIORAL DOMAINS, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Student will be able to identify and specify a given educational behavior or activity according to levels within the cognitive, psychomotor, or affective domains as articulated by Bloom and his associates. More specific behavioral objectives are listed in the module.

DESCRIPTION: Learning activities in the module (25 pages) include: reading selections from Bloom, Kibler, Popham, and an enclosure — "Three Major Types of Objectives"; viewing videotape by Hunter, "Selecting Relevant Objectives in the Cognitive Domain"; and studying enclosure, "Quick Reference for Bloom's Three Domains." Practice is provided by responding to enclosures, "Classifying Behavioral Objectives into Three Domains." Completion time — 3 hours.

EVALUATION: Pre- and post-tests are included.

■ OBJECTIVES IN THE AFFECTIVE DOMAIN, Madeline Hunter

DISTRIBUTOR: Special Purpose LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $45.00/3 days

OBJECTIVES: Develop increased competency in the use of objectives.

DESCRIPTION: In film-lecture presentation, Madeline Hunter

teaches the Krathwohl **Taxonomy of Education Objectives: Handbook II: Affective Domain.** Levels of internalization of feelings, attitudes and appreciations, as well as values and attitudes as teachable objectives, are discussed. Development of levels of domain is shown through detailed lessons in poetry appreciation with self-concept and behavioral objectives for each. 16mm/b&w/30 min.
Part of Series: **Making Behavioral Objectives Meaningful.**

■ OBJECTIVES IN THE AFFECTIVE DOMAIN, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: Student will develop skill in writing measurable objectives for attitudes, emotions, and values which he may desire to develop in his students. (Affective domain)

DESCRIPTION: Learning activities in the module (8 pages) include: readings from Krathwahl et al, Kibler et al, and Mager; viewing videotape by Hunter, "Developing Behavioral Objectives in the Affective Domain," and a filmstrip by Popham, "Identifying Affective Objectives"; and completing enclosed material on "Performance Verbs in the Affective Domain." Completion time — 3 hours.

EVALUATION: Pre-test and post-test are included.

■ OBJECTIVES IN THE COGNITIVE DOMAIN, Madeline Hunter

DISTRIBUTOR: Special Purpose LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $45.00/3 days

OBJECTIVES: Develop increased competency in the use of objectives.

DESCRIPTION: In film-lecture presentation, Madeline Hunter teaches the six levels of Bloom's **Taxonomy of Educational Objectives: Handbook I: Cognitive Domain.** Examples for the classroom in each level are presented, as well as the use of the taxonomy for individualized instruction. The relationship between behavioral objectives and problem-solving, critical thinking, and higher cognitive processes is also discussed. 16mm/b&w/30 min.
Part of Series: **Making Behavioral Objectives Meaningful.**

■ OBJECTS AND ACTIVITIES IN LEARNING

DISTRIBUTOR: Indiana LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $7.25

DESCRIPTION: Real objects and meaningful activities are proposed as the essentials for concrete learning to take place. Children are followed on a field trip to the city as a start toward self-motivated learning after school years. Emphasis is placed on the use of tangible objects during the formative years. The importance of such learning experiences extends into high school. 16mm/b&w/29 min.

■ OBSERVATION AND CONSIDERATION OF TEACHING LEVELS AND TYPES OF SCHOOLS, Lois Ore

DISTRIBUTOR: Idaho T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: To enable interns to increase their knowledge of the various teaching levels and types of schools, in order to better understand the role of each and their interrelatedness. Each module contains one objective.

DESCRIPTION: The module cluster (12 pages), EPF-002.00 (ISU), is composed of 6 modules: (1) *The Pre-Elementary Level;* (2) *The Elementary School;* (3) *The Secondary School;* (4) *The College and University;* (5) *Adult and Community Education;* and (6) *Private and Parochial Schools.* Numerous instructional activities are provided: (1) suggested readings, (2) a variety of independent study activities, (3) films, (4) visits and interviews, (5) role-playing situations, and (6) student designed alternatives.

EVALUATION: Each module contains a pre-assessment and post-assessment.

■ OBSERVATION TEACHES, Ted Ward

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Illustrate the role of systematic observation in building testable hypotheses; (2) increase the tendency to use a method of learning based on hypothesis-testing, in contrast with a trial-error method; and (3) teach a systematic, experimental approach to problems that confront the teacher with important, but unknown variables.

DESCRIPTION: This self-contained teacher training kit is based on a two-player game. Included are all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction.
Part 1 of Series: **Teacher Training Kit.**

■ OBSERVING AND RECORDING BEHAVIORS ASSOCIATED WITH ATTENTION DEFECTS, Betty Joe David and Ron Britton

DISTRIBUTOR: IUPUI-T.C. LEVEL: All, Special Ed.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) To recognize the behaviors of distractibility, perserveration, and disinhibition as non-learning behaviors, and (2) to write two techniques of structure that control the non-learning behaviors and permit the child to learn.

DESCRIPTION: Module (7 pages), SED 001.00, gives participant alternatives of: (1) reading included handout by Davis; (2) viewing film on the hyperactive child, and completing enclosed behavior checklist and worksheet for behavioral checklist; (3) attending large group discussion on the origin of attention defects; (4) attending small group discussion on social maturity, (5) attending small group discussion on effects of attention on cognitive development; (6) attending discussion of reality therapy in the classroom; or (7) devising own learning activity. Completion time — 5 hours.

EVALUATION: Pre-test is written examination on definitions evaluated by instructor. Post-test mentioned but not included.

■ OBTAINING DESCRIPTION DATA ON A NEIGHBORHOOD OR COMMUNITY, Roger Pankratz

DISTRIBUTOR: Kansas State T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To increase the student's skills in obtaining descriptive data on the lifestyles and cultural patterns of the residents of a neighborhood or community.

DESCRIPTION: The module cluster (6 pages), SCF-010.00 (KSTC), contains 3 modules: (1) *Developing Entry Skills;* (2) *Observing and Recording Descriptions of Natural Events;* and (3) *Generating Topics from Descriptive Data.* Learning alternatives include: (1) suggested readings, (2) role-playing, (3) seminars, (4) direct observations, and (5) student options.

EVALUATION: Each of the modules contains a pre-assessment and a post-assessment.

■ OFFICE EDUCATION SERIES I, Marita Kasper

DISTRIBUTOR: IFB LEVEL: High
COST: $75.00 Total; $16.00 ea. AUDIENCE: Tea.

OBJECTIVES: Provides general introduction to secretarial and clerical occupational areas.

DESCRIPTION: Five filmstrips, each with 33-1/3 record with audible and inaudible signals, instructor's manuals with vocabulary, questions, student projects, and a final quiz included. (1) "Secretarial Work as a Career" (50 frames, color, 7½ min.) presents information about a secretary's varied duties. Emphasizes skill, personality, job possibilities, personal appearance, salary expectations, and fringe benefits. (2) "Vocational Objectives" (50 frames, color, 9 min.) focuses attention on the secretary in specific jobs such as steno pool, law office, medical office, and educational institution. Outlines qualifications and kinds of available positions. (3) "Clerical Work as Career" (51 frames, color, 8 min.) outlines the position of clerical worker, in the office force with positions described such as receptionist file clerk, and mail clerk. (4) "So You Want to be a Secretary" (48 frames, color, 9½ min.) contrasts poor work attitudes and habits with good ones by presenting examples of each extreme. (5) "The Administration Assistant" (42 frames, color, 7 min.) introduces the position of secretary who has become administrative assistant, explaining her stenographic and supervisory duties and outlining qualifications for job.

■ OFFICE EDUCATION SERIES II, Marita Kasper

DISTRIBUTOR: IFB LEVEL: High
COST: $60.00 total; $16.00 each AUDIENCE: Tea.

OBJECTIVES: Outlines the sources available for finding positions, the form of application letter and resume, and the personal interview.

DESCRIPTION: Four filmstrips, each with 33-1/3 record with audible and inaudible signals included. (1) "Job Application Sources" (43 frames, color, 7 min.) presents the different types of media and agencies to which one may apply for positions, the advantages of each, the requirements of testing and personal interview, and the type of waiting list. (2) "Job Application Letter and Resume" (49 frames, color, 12 min.) focuses on the content of the resume, such as the type of information included and the form for presentation. Content and typewritten form of accompanying letter are explained. (3) "Preparing for an Interview" (49 frames, color, 9 min.) reviews the interview request, appropriate dress, preparation for the interview, the application form, and types of references required. (4) "Do's and Don'ts During an Interview" (38 frames, color, 7½ min.) discusses the appraisal form used by some employers emphasizing personal qualities and qualifications of applicant, ways of replying during interview, and the types of tests often required during interview.

■ OLD ENOUGH BUT NOT READY

DISTRIBUTOR: McGraw Hill LEVEL: Elem., Mid.
COST: $195.00 AUDIENCE: Tea.
RENTAL: $15.00

DESCRIPTION: Film focuses on specific difficulties a child with a learning disability is likely to encounter in a regular school setting and offers some general advice for parents and teachers on how to approach the problems. 16mm/b&w/28 min.
Part of Series: The Learning Series.

■ OMBUDSMAN — A COMMUNICATION LINK

DISTRIBUTOR: GPT LEVEL: Mid., High
COST: $24.95 AUDIENCE: Adm.

OBJECTIVES: The participant can describe the advantages of an ombudsman.

DESCRIPTION: This 14-minute cassette and animated filmstrip, describing how the ombudsman is helping to improve communication between government and individuals, has stimulated schools — first colleges and universities, then secondary schools — to apply the role of the ombudsman on the campus. It discusses the function of the office (services performed at governmental level and needs he responds to in schools).

■ ONE AND TWO POINT FREEHAND PERSPECTIVE DRAWING, Robert L. Stewart

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrates understanding and skill concerning one and two point freehand perspective drawing.

DESCRIPTION: In order to meet the objective of the module (2 pages), ARE-003.00 (HOU), the intern is provided with several alternatives; he may: (1) view "Freehand Perspective for Elementary Teachers," a slide-tape presentation; (2) read a recommended reading; (3) attend a seminar and discuss topic with instructor; or (4) design his own instruction.

EVALUATION: The pre-assessment and post-assessment procedures call for the intern to complete two drawings using one and/or two point perspective and using both flat and curved surfaces; their adequacy is assessed by the instructor.

■ ONE AT A TIME TOGETHER

DISTRIBUTOR: I/D/E/A LEVEL: Elem.
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: To show how the system of Individually Guided Education (I.G.E.) meets the needs of individual children.

DESCRIPTION: The film describes a school involved in I.G.E., explaining how this innovative program works. I.G.E. combines multi-age grouping with team teaching and eliminates grade levels and self-contained classrooms. Children's needs are met through a 4-step instructional cycle: (1) pre-assessment; (2) grouping according to needs, interests, and personalities, and designation of appropriate teacher and materials; (3) teachers and children's working together to achieve the prescribed objectives; and (4) post-assessment. 16mm/color/23 min.

■ ONE FAMILY, ONE HOME VISITOR AND LEARNING

DISTRIBUTOR: Bank Street Films LEVEL: E. Ch.
COST: $12.00 AUDIENCE: Adm., Sub-prof.
RENTAL: None

DESCRIPTION: Film describes how para-professionals work in the homes of families in rural Tennessee to help mothers understand how children learn. Filmstrip/Record/24 min.

■ OPEN CLASSROOM CONCEPT

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Student defines open classroom concept by giving its basic characteristics, its connection with learning theory, the teacher's role, the student's role, and its problems.

DESCRIPTION: In Module I-D-7 (21 pages), student has a choice of attending lecture, creating own alternative, or completing material in module. A bibliography is given, but no assignments are made from it. Module includes paper (13 pages) which describes the open classroom concept, its relationship to learning theory, its bearing on social change, and an example of its application. Completion time — 10 hours.

EVALUATION: Pre-test and post-test are identically written examinations. Criteria for evaluation by the instructor are not included.

■ OPEN CLASSROOM IN AMERICA

DISTRIBUTOR: I/D/E/A
COST: $150.00
RENTAL: $8.00/3 days
LEVEL: Elem, Mid.
AUDIENCE: Tea., Adm.

DESCRIPTION: This film shows an open classroom situation and the importance of one-to-one teacher-student relationships, fulfilling individual needs, and providing the variety of learning activities necessary to accomplish a successful open situation. The film shows the classroom areas of math, language arts, science, handcrafts, and other specialized areas. Also shown is the communication necessary between principal and teacher in an informal classroom approach. 16mm/color/15 min.

■ OPENING CLASSROOM STRUCTURE

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape presentation (#27) includes descriptions of 3 observable characteristics of open classrooms and 2 instructional planning recommendations for implementing less formal classroom environments. The program integrates open structure with emphasis on instructional planning.

■ OPEN CONCEPT CLASSROOM ORGANIZATION, Bonnie L. Weber, Kaye Stripling, and Wilford A. Weber

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea., Adm.

OBJECTIVES: The intern will: (1) describe the instructional philosophy underlying open-concept classroom organization; (2) describe the operational characteristics of open-concept classroom; (3) establish and operate an open-concept classroom for a period of at least 3 hours a day for one week; and (4) evaluate the effectiveness of open-concept organization on the basis of pupil feedback.

DESCRIPTION: A variety of instructional activities are made available to the intern in this module (3 pages), GEN-008.00 (HOU): (1) recommended reading; (2) "What's New at School," a film; (3) direct observation; (4) guided practice teaching; and (5) intern-designed option.

EVALUATION: The pre-assessment and post-assessment procedures call for the intern to: (1) prepare a paper describing open-concept classroom organization from both a philosophical and operational viewpoint; and (2) establish, operate, and evaluate — using pupil feedback — an open-concept classroom organization.

■ OPEN SCHOOL FOR AN OPEN MIND, George Z. F. Bereday

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: Videotape (30 minutes) discusses the open school — an institution where everyone can get what they want from education. According to Bereday, some specific recommendations for an open school might include: circular classrooms, computer work stations, de-emphasis on group chores, more individual projects, and more visualization of intellectual materials.

■ OPERATION AND CARE OF THE BELL AND HOWELL SPECIALIST FILMOSOUND PROJECTOR — 3RD EDITION

DISTRIBUTOR: IFB
COST: $145.00
RENTAL: $8.00
LEVEL: All
AUDIENCE: Tea., Lib.

OBJECTIVES: Demonstrate the operation of the Bell and Howell Filmosound Projector.

DESCRIPTION: Film shows techniques of good projector operation. Included are procedures for threading, focusing, frame line adjustment, setting volume and tone, rewinding, cleaning lenses and film channel, and replacing projection and exciter lamps. 16mm/color/11 min.

■ OPERATION AND CARE OF THE KODAK PAGEANT PROJECTOR

DISTRIBUTOR: IFB
COST: $145.00
RENTAL: $11.00
LEVEL: All
AUDIENCE: Tea., Lib.

OBJECTIVES: Demonstrate the operation of the Kodak Pageant Projector.

DESCRIPTION: Film shows techniques for setting up projector and speakers, threading film, controlling volume and tone, focusing, adjusting frame line, rewinding film, cleaning film path channels, and replacing lamps. 16mm/color/11 min.

■ ORBIT PLOTTING

DISTRIBUTOR: Holt, R, W
COST: $124.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate purposes and techniques of lab experiments in plotting astronomical orbits using Project Physics materials.

DESCRIPTION: Two teachers and a professor discuss the purposes and techniques of several laboratory experiments in which students plot astronomical orbits. 16mm/b&w/29 min.

■ ORGANIZATIONAL AND ADMINISTRATIVE ASPECTS OF SCHOOLS

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm.

OBJECTIVES: Participant will be able to: (1) demonstrate comprehension of the organization of schools and the role of state and federal government in education; and (2) demonstrate comprehension of the role of the school principal and assistant principal.

DESCRIPTION: I-Pac #10 (11 pages) requires the student to read recommended resources, attend and report on a school board meeting, attend a videotaped lecture on the structure and financing of education, attend videotaped panel discussion, participate in group discussion of an elementary and secondary principal and assistant principal, and schedule a seminar on "The Teacher and School Law." Lecture and panel discussion not included in I-Pac.

EVALUATION: Written examination.

■ ORGANIZED PROFESSION

DISTRIBUTOR: NEA
COST: $9.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This audiotape (50 minutes) is designed to stimulate discussion. A guide is included. It contains the following: (1) *A Call to Action: Foreword* by Helen Bain, NEA President; (2) *The New York State Teachers Association Tackles Professionalism* reveals how a state and local association provide opportunities for career development through the organized profession; (3) *Instructional Councils: One Way To Begin* explores the instructional council as a way to strengthen the teacher's role in decision-making; (4) *Negotiation: More Than Bread and Butter* includes ways to get at curriculum, instruction, and professional excellence through negotiation; (5) *The Teacher as Politician* discusses teacher power and how to use it in influencing legislation; and (6) *Wanted: A Secretary of Education* explores why and how the teachers of America can help make education a White House priority.

■ ORGANIZING AND PLANNING FOR TEACHING ELEMENTARY SCIENCE

DISTRIBUTOR: WILKIT LEVEL: Elem.
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Display comprehension of: (a) 4 major objectives of an elementary science program, and (b) individualized instruction in elementary science; (2) display knowledge of current trends in elementary science; and (3) apply basic principles of science by teaching a lesson to a group of peers.

DESCRIPTION: The purpose of WILKIT #43 (27 pages) is to initiate an understanding of the role of science in the elementary school. Learning experiences include readings about science education, a series of 3 seminars based on the readings, a peer teaching experience of 15 — 20 minutes consisting of presentation of an experiment or demonstration that would be appropriate to an elementary school class. The following books are utilized but not included: Victor & Lerner; Renner & Ragan; Munch, Blough, & Schwartz; and Victor. Materials included are a listing of sources of materials, activity outline, and self-test. Completion time — 10 to 15 hours.

EVA' UATION: Proficiency evaluation is written.

■ ORGANIZING FACTS TO TEACH MEANINGFUL RELATIONSHIPS, Celeste Woodley

DISTRIBUTOR: Univ. of Colo. LEVEL: All
COST: $90.00 AUDIENCE: Tea.

OBJECTIVES: The objectives of this protocol materials unit on organizing facts are to help pre-service teachers: (1) understand a strategy which enables a teacher to exert considerable control over student learning of concepts, generalizations, and higher order knowledge; (2) identify specific teacher verbal behaviors that are characteristic of a strategy for teaching concept attainment; (3) identify specific verbal behaviors that are indicative of acquisition of new knowledge structures (concepts, generalizations); (4) contrast a strategy that organizes facts to teach meaningful relationships with one that does not; and (5) analyze a teaching episode in terms of teacher verbal behaviors that indicate the use of a strategy that provides for sequencing, for higher order thinking from students, and for application of new knowledge.

DESCRIPTION: This unit is centered on a 14-minute, 16mm, color, sound film showing 2 teaching strategies, one demonstrating and the other not demonstrating concept teaching. The unit also includes a Guide (32 pages including transcripts) and a criterion test. Initially students consider the meaning of terms related to concept, teaching concept, conceptualization, concept attainment, and concept learning. The purpose of this activity is to help identify the essential attributes of concept teaching and establish that their meaning is solely derived from their relationship to concept learning. Students then begin to formulate definitions of concept teaching by specifying teacher verbal behaviors inherent in the strategy. The instructor helps in identifying and specifying those behaviors. Material extracted from the literature on concept teaching and concept learning is included in the guide for the unit. An example of concept teaching and an example of a non-instance are presented in the film. Students are asked to compare and contrast the verbal indicators of concept teaching in the two classroom episodes. After some discussion of the differences, students analyze transcripts of the two episodes in terms of the criterion indicators they have learned. They may review the film to improve recognition. Completion time — 2 hours.

EVALUATION: The criterion test for the unit is a transcript of a new teaching episode. They are to: (1) indicate the teacher's statements that are instances or non-instances of concept teaching; (2) identify the theoretical verbal indicator which is being exhibited or violated by the statements; and (3) indicate whether student responses are representative of higher order thinking. Field test results and recommended student evaluation measures included in instructor's guide.

■ ORGANIZING INDEPENDENT LEARNING, INTERMEDIATE LEVEL

DISTRIBUTOR: Far West Lab LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To increase teacher skill in providing independent learning experiences for the student.

DESCRIPTION: In five instructional sequences in Minicourse #15, the teacher builds skill in assessing students' level of independence and developing independent learning contracts. The contracts include identifying what is to be learned, specifying how learning will be demonstrated, outlining learning steps to be completed, identifying resources to be used, establishing deadlines, and providing reinforcement through feedback information. The final instructional sequence develops skill in phasing-in the independent learning process in the classroom. This self-contained teacher education course consists of six 16mm color films demonstrating course skills, a teacher handbook, and a coordinator handbook. A literature review is completed. A final evaluation report is available.

EVALUATION: Data indicate that the course has proven effective in incorporating the skills for independent learning into the teachers' performance.

■ ORGANIZING INDEPENDENT LEARNING (PRIMARY LEVEL)

DISTRIBUTOR: Macmillan LEVEL: E. Ch., Elem
COST: $1080.00 AUDIENCE: Tea., Sub-
RENTAL: $165.00 prof.

OBJECTIVES: The teacher will demonstrate skill in: (1) establishing the concept of working independently; (2) helping pupils develop skill in solving problems that occur during independent work periods; (3) developing teacher-learner expectations for delayed teacher response to pupil work; and (4) combining independent work, problem-solving, and delayed response into a learning environment using independent activity and small-group instruction.

DESCRIPTION: Minicourse 8 provides primary teachers with organizational skills for individualizing instruction. It consists of 4 instructional films, a teacher handbook, and a coordinator handbook.

EVALUATION: Data collected in field testing revealed that this course is effective in introducing and establishing the skills needed to provide for independent study.

■ ORGANIZING LEARNING STATIONS FOR THE LANGUAGE ARTS

DISTRIBUTOR: Panhandle LEVEL: Elem.
COST: $ .50 AUDIENCE: Tea.

OBJECTIVES: (1) Can provide satisfactory rationale for important role of learning stations in individualized instruction; (2) given set of selection criteria, can evaluate commercial resources for use in learning station; (3) given set of development criteria, can prepare instructional materials suitable for use in a language arts learning station; and (4) given a set of criteria of suitability, can plan and implement a language arts learning station in a specific classroom.

DESCRIPTION: In B-2 module II:8 (34 pages), the student explores the importance of classroom environment and studies guidelines and specific techniques for establishing language arts learning stations. The student is directed to certain outside reading sources and reads or works with materials included in the module: excerpts from articles on homemade learning stations, commercial portable carrels, and grouping through learning stations; and an annotated list of commercial materials and equipment. Student participates in a culminating activity in which his performance skills are demonstrated as he establishes a learning station for a specific classroom situation and evaluates its effectiveness. Completion time — 5 hours.

EVALUATION: Pre-test/post-test on each objective. Post-test on objective 4 requires performance in classroom setting.

■ ORIENTATION TO COMMUNITY, Thomas H. Gallaher

DISTRIBUTOR: Oklahoma LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern become more aware of the importance of the school to the community and of the interrelatedness of the school and community.

DESCRIPTION: The component (42 pages) contains 5 modules: (1) *Demography of Oklahoma;* (2) *History of Integration in Oklahoma City;* (3) *Institutional Arrangements;* (4) *Political Power Structures in Oklahoma City;* and (5) *School/Community Relations.* The intern has numerous instructional activities from which to select; these include: (1) seminars, (2) field trips, (3) independent study activities, (4) live-in experiences, (5) suggested readings, (6) guest lectures, and (7) intern-designed options.

EVALUATION: Each module provides a pre-assessment and post-assessment.

■ OUR WORLD, Lois Pottenger

DISTRIBUTOR: IFB
COST: $225.00
RENTAL: $15.00
LEVEL: Elem., Mid.
AUDIENCE: Tea

OBJECTIVES: Describe how globe skills can be taught through inductive method.

DESCRIPTION: Depicts children making a globe — transferring material from source to globe. Students locate equator, make latitude and longitude lines, paint water areas, and color continents, rivers, lakes, and elevations. 16mm/color/18 min.

■ OVERVIEW OF CURRICULUM RATIONALE

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: (1) Differentiates in writing between curriculum and instruction; and (2) develops a set of criteria for curricular decisions in a middle school academic area.

DESCRIPTION: In Module I:C-1 (7 pages), student has choice of reading Popham and Baker, viewing filmstrip by Popham, attending a lecture, or finding sources to answer supplied questions. Readings and filmstrip utilized but not provided. Completion time — 5 hours.

EVALUATION: Pre-test and post-test are identical written examinations evaluated by instructor with no criteria included.

■ OVERVIEW OF EVALUATION

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Student defines terms used in evaluation, reacts to given situation and describes personal philosophy of evaluation, reflecting his perceptions about measurement and evaluation and the type of tests he would use or avoid.

DESCRIPTION: In Module I:B-1 (62 pages), student has choice of selected readings by Wandt, Wood and Green (all texts); attending lectures, creating own alternative method for which module supplies organizing questions; or completing supplied narrative. Readings are utilized but not supplied. Narrative (41 pages) defines measurement and evaluation, norm-referenced tests, speed and power tests, and criterion-referenced tests. Criteria for determining the usefulness of various types of tests are included. Completion time — 7½ hours.

EVALUATION: Pre-test and post-test are written examinations including definitions and role-playing situations. Criteria for evaluation are not included.

■ OVERVIEW OF MICRO-TEACHING AND THE TECHNICAL SKILLS OF TEACHING

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Student writes definition of micro-teaching and "technical skills of teaching" and evaluates relevance of micro-teaching to his teaching skill improvement.

DESCRIPTION: In Module I:A-1 (36 pages), student has choice of attending a lecture, reading supplied narrative, or developing his own alternative. Questions are supplied to serve as advance organizers for the reading. Readings are utilized but not provided in the module. Narrative (23 pages) presents a definition of micro-teaching, identifies its purpose, traces its historical development, and shows its application to pre-service, in-service and to other situations. Completion time — 3 hours.

EVALUATION: Pre-test contains a self-graded written examination and an instructor evaluated question for which no criteria are provided. Post-test contains written examination to be evaluated by the instructor.

P P

■ PARENT ALERT TO HEARING PROBLEMS IN CHILDREN

DISTRIBUTOR: SRMCD
COST: Consult Distributor for Loan
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Sound-filmstrip presentation (either cassette or reel-to-reel tape) is designed to show parents and teachers signs of hearing loss in children. Suggestions are made for what the parent and hearing professional can do.

■ PARENT-TEACHER CONFERENCE, Marilyn Werner

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Identify elements of successful parent-teacher questioning; (2) identify situations and opening statements likely to initiate rapport; and (3) apply knowledge of principles of successful parent-teacher conferences by role-playing given situations.

DESCRIPTION: In Module 22 (58 pages), participant reads from supplied narrative by LeFevre and Gotkin and completes exercise, checking elements of successful parent-teacher conferences. For opening statements and questioning skills, student reads from Graves and supplied narrative and completes exercise. Role-plays of teacher-parent conferences are included along with checklist for how parent and teacher should act. Appendix includes bibliography on parent-teacher conferences and reprints of articles by LeFevre, Gotkin, Blomberg, and Graves. Completion time — 10 hours.

EVALUATION: Pre-test is self-scored, written evaluation. Post-test is also written examination with answers for written part and checklist for performance section.

■ PARENTS AND TEACHERS TOGETHER (FOR THE BENEFIT OF CHILDREN)

DISTRIBUTOR: NEA
COST: $75.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Program presents plans for actively involving parents in the educational program. Contents include: (1) filmstrip, two parts utilizing actual parent-teacher involvement programs; part one for teachers and parents presents rationale for parent involvement in the classroom and some practical ways for parent voluntary work; part two for teachers only describes the teacher's responsibility in planning, discusses some of the problems of parent participation, and identifies the teacher's overall role in maintaining a parent-involvement program. Script included. Cost — $24.50. (2) Overhead transparencies — "Basic Guidelines for Parent Volunteers" (5 transparencies with 10 overlays) to help with parent orientation; includes basic guidelines on respecting school policies, getting to know the children, acquiring effective volunteers,

and getting the most out of involvement. Cost — $29.50. (3) Booklet — "Parents: Active Partners in Education" is similar to filmstrip with references included. Cost — $1.00. (4) A comprehensive teacher's guide covering all aspects of planning and implementing program; includes planning tips, references, activities for parents, and volunteer programs. Cost — $2.50. (5) Leaflets — "Get Involved in Your Child's School" — an information leaflet which is reinforcing in nature and is to be used with presentations by filmstrip or overhead. Cost — 30 for $1.50. (6) Discussion starters — "Questions for Parents and Teachers" expands and considers basic questions beyond the visual materials. Cost — $.25. (7) Pamphlets — "Parent-Teacher Relationships" — summary of how feelings form the basis for improving home-school relationships. Cost — 30 for $2.50. (8) Cassette tapes — "Talk . . . About Parent Involvement" are taped comments about the benefits and problems of school in program. Side one deals with views of groups using program. Side two gives comments by educators. Cost — $9.00. (9) Workshop plan — "Teachers and Parents Together for Kids" is for effective parent-teacher involvement workshop. Cost — $1.25. (10) Name tags — identification card to build parent's sense of involvement. Cost — 30 for $2.00

■ PARENT-TEACHER CONFERENCES, Gilla Byrd

DISTRIBUTOR: Houston T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: The purpose of this module is to help the intern be able to conduct parent-teacher conferences which lead to home-school relationships beneficial to children. Seven objectives focus on various aspects of parent-teacher conferences; and the eighth focuses on home visits.

DESCRIPTION: The module (5 pages), GEN-009.00 (HOU), provides several learning alternatives intended to assist the intern: (1) recommended readings, (2) small group discussions, and (3) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures are quite extensive in that they call for the intern to conduct 6 different types of parent-teacher conferences to be judged successful by his Assist and Assess Team.

■ PARTICIPATING OBSERVER PROGRAM

DISTRIBUTOR: Washington State LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Observe classroom interaction and participate actively in this interaction; (2) have introductory professional experiences in planning and teaching lessons and in evaluating subjectively the effectiveness of the lessons; and (3) integrate the knowledge gained from campus courses with direct experience in the classroom.

DESCRIPTION: Module (4 pages) contains: (a) 6-week observation assignment in which the participant spends a total of 6 half-days in classroom and teaches a minimum of 2 lessons; (b) instructions for how to observe in a professional manner; (c) instructions on how to plan, teach, and evaluate own lessons; and (d) suggestions on how to increase awareness during observation of things such as teacher attitudes, use of student leaders, and management of time. Instructions for observation report are given requiring specified length, objectivity, comments on own teaching, and optional comments on worth of experience. Completion time — 6 weeks.

EVALUATION: No evaluative criteria for instructor grading included.

■ PATCHWORK

DISTRIBUTOR: SRMCD LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.
for Loan

DESCRIPTION: Sound-filmstrip (62 frames) focuses on the classroom teacher as the most helpful person to a hearing-impaired child in the classroom. The teacher's understanding of the special problems of this child is essential. This film is an attempt to answer some of the questions about hearing-impaired children. Script included with filmstrip.

■ PATHWAYS THROUGH NURSERY SCHOOL

DISTRIBUTOR: IFB LEVEL: E. Ch.
COST: $275.00 AUDIENCE: Tea.
RENTAL: $15.00

OBJECTIVES: Describes essentials of effective nursery school: wholesome environment, good equipment, and mutual effort of qualified teachers and interested parents.

DESCRIPTION: Film shows experiences during typical day at Stephens College Children's School. Film states that a good nursery school is a supplement to the family home environment, not a substitute for it. Good nursery schools are concerned with wholesome environment, good equipment, and mutual effort of qualified teachers and interested parents. 16mm/color/25 min.

■ P. E. — LEVER TO LEARNING

DISTRIBUTOR: Stuart Finley LEVEL: E. Ch., Elem.
COST: $200.00 AUDIENCE: Tea.

DESCRIPTION: This film shows a physical education specialist training retarded children physically with inexpensive equipment such as logs, old tires, and ladders. The purpose of physical development as an avenue to intellectual stimulation is also demonstrated and discussed. 16mm/color/22 min.

■ PEOPLE HAVE CAREERS

DISTRIBUTOR: NIU LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film shows how a primary teacher integrates career development into the basic areas of curriculum. Classroom scenes and clips from various individuals at work demonstrate the procedure and rationale used in planning and implementing career development into the classroom. 16mm/color/10 min.

■ PERCEIVED PURPOSE, W. James Popham

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

OBJECTIVES: (1) To identify four procedures for promoting perceived purpose; and (2) to develop instructional activities incorporating each procedure.

DESCRIPTION: This filmstrip-tape #6 deals with the necessity of having learners perceive the worth of what they are studying. Four different methods of promoting a suitable learning set are treated by deduction, induction, exhortation, and extrinsic rewards. Instructor's manual included. Completion time — 30 min.

■ PERCEPTUAL SKILLS, Virginia Kirkland

DISTRIBUTOR: Teaching Resources LEVEL: E.Ch., Elem.
COST: $71.70 (rec.), $83.70 (cas.) AUDIENCE: Tea.
$11.95 — $13.95 Individual Strips.

OBJECTIVES: Provides background information on perceptual skills and their relationship to academic learning and presents practical guide to methods, techniques, and materials which can aid the educator in planning individualized programs.

DESCRIPTION: Six filmstrips (76 frames ave., 15-20 min.) audio cassettes or 33-1/3 records with audible and inaudible signals are concerned with perceptual skills. Commentary, printed text, and discussion questions included with each strip. (1) "Basic Visual Perceptions: Color, Form, Size": explores basic tasks to help the child develop the ability to organize and interpret visual information with respect to color, shape and size. Activities emphasize a developmental learning sequence. (2) "Perceptions of Sound": presents a variety of classroom and individual activities for auditory skills training. All concepts and activities suitable prior to formal reading and spelling tasks. (3) "Perception of Spatial Relationships": explores the develop-

ment of concepts of position and direction. (4) "Figure-Gained Discrimination": discusses ways the teacher may adapt typical school materials to the needs of the student who has figure-ground discrimination problems which interfere with learning. Tasks include visual scanning and auditory activities involving focus-field discrimination. (5) "Perception of Parts-to-Whole Relationships": covers a wide variety of basic tasks to help the student develop the ability to integrate discrete parts into meaningful wholes and to analyze wholes into component parts. (6) "Perceptions of Sequence": offers suggestions for helping students develop ability to perceive and understand the ordering of manipulative, visual, auditory, and temporal sequences with appropriate vocabulary. Lectures on "Approaches to Learning Readiness" and bibliography available ($3.50 and $.50). Completion time — 2 hours.

■ PERFECT RACE

DISTRIBUTOR: Pyramid
COST: $260.00
LEVEL: High
AUDIENCE: All, college, adult

DESCRIPTION: In a science fiction genre, this film presents a portrayal and discussion of racial prejudice and the human emotion of hate. A group of high school students of mixed racial backgrounds are used in a scientific experiment, the aim of which is to produce a "perfect" set of chromozomes yielding uniform creatures without the elements of hate and aggression. The process and results of the experiment on both students and scientists provide insights into the functioning and ramifications of the hate emotion. 16mm/color/20 min.

■ PERFORMANCE CONTRACTING — THE GRAND RAPIDS EXPERIENCE

DISTRIBUTOR: Indiana
COST: $165.00
RENTAL: $7.25
LEVEL: Elem., Mid.
AUDIENCE: Tea., Adm.

DESCRIPTION: This film is visual documentation of 3 performance contracts operating in Grand Rapids, Michigan in 1971. Each program takes a different approach to learning using various combinations of contingency management, hardware, free rooms, and learning centers. Opinions and feelings of students, teachers, and school officials involved in the programs are presented and considered. 16mm/b&w/27 min.

■ PERFORMANCE CURRICULUM

DISTRIBUTOR: EdC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm.

OBJECTIVES: To identify instructional objectives that stress student performance, and varied means for the learner to achieve the intended level of performance.

DESCRIPTION: This film examines different ways a learning environment can be designed to stress student performance, rather than time spent in class. Classroom scenes, students participating in academics, music and sports, and teachers in planning sessions — all depict how the curriculum can provide for enrichment beyond basic core activities. Three major phases are discussed: identifying intended outcomes; varying learning experiences to accommodate individual differences; and demonstrating performance — an evaluation strategy. 16mm/color/10 min.

■ PERFORMANCE OBJECTIVES

DISTRIBUTOR: SMSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Student will be able to identify objectives which fit criteria for behavioral objectives and write measurable behavioral objectives in cognitive, affective, and psychomotor domains; and (2) student will observe, write an objective to teach a task, and teach it to a student in a public school.

DESCRIPTION: The route to competency in this cluster (11 pages) includes the compacs: *Stating Objectives in Behavioral Terms; Writing Behavioral Objectives in the Cognitive, Affective and Psychomotor Domains; Writing Behavioral Objectives for a Specific Teaching Task; Teaching a Behavioral Objective, and Use of Behavioral Objectives.* Alternatives include reading Mager and Popham. Learning activities in the first two compacs include reading from a number of sources on behavioral objectives, viewing Vimcet filmstrips #54, 55, 56, and 62; and listening to an audiotape by Carlson. Application activities include observing a student who is having some difficulty and writing an objective to meet that difficulty, teaching a 5-minute episode, or taping and critiquing it. A position paper is required on personal opinions and conclusions regarding the use of behavioral objectives. Special requirements include audio-visual equipment and an elementary school child. Materials are not included with the cluster.

EVALUATION: Pre-tests for some compacs are provided. Pre-assessment includes demonstration of competencies through activities, self-tests, conferences with instructor, and critique of teaching tape.

■ PERFORMANCE OBJECTIVES PACKAGE

DISTRIBUTOR: SCE Lab.
COST: $139.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To provide teachers with a tool by which they can determine what they want the student to learn.

DESCRIPTION: The package contains slide-tape presentations and 30 workbooks. Six lessons, as well as a pre- and post-test, are included in the workbook that outlines goals and objectives, the instructional program, the three domains (cognitive, affective, and psycho-motor), entering behaviors, components of a behavioral objective, and how to write behavioral objectives. Training in the use of the package is provided by SWCEL specialists. Completion time — 4 hours.

EVALUATION: A pre-test and post-test for each of six lessons are in written form. This package was field tested during the summer of 1970 with positive results.

■ PERFORMANCE SKILLS IN INQUIRY

DISTRIBUTOR: Toledo
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) In an actual or simulated classroom situation, trainee can teach a lesson using Suchman inquiry methods; and (2) in an actual or simulated classroom situation, trainee can teach a lesson expanding upon the inquiry process and making it more inductive.

DESCRIPTION: In module #01 (11 pages), trainee studies specific concept statements concerning inquiry (including general rules, the role of the teacher, and follow-up analysis). Trainee observes and participates in an Inquiry Session Demonstration, observes and evaluates fellow students as they do peer group teaching or micro-teaching of an inquiry lesson, reads selected texts and articles, and practices the inquiry process in an actual or simulated teaching situation. Included in the module are references to the required readings (but not the readings themselves) and group, faculty member, and self-evaluation forms for inquiry lessons. (An instructor is required for demonstration seminar and evaluation purposes.)

EVALUATION: No pre-test included. Post-test includes peer evaluation, instructor evaluation, and self-evaluation. Specific criteria are provided. Second revision has been field tested.

■ PERSONALIZATION, Pat Mattingly

DISTRIBUTOR: Austin College
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant is able to: (1) differentiate between personalized and individualized instruction; (2) describe the 7 uses of personalization; (3) select personalized activities; and

(4) demonstrate ability to personalize instruction in 5 different ways.

DESCRIPTION: Module (8 pages) contains material defining personalized and individualized instruction, uses of personalization, aids in personalizing, and a listing of 3 activities to demonstrate competence in this area. Completion time — 5 hours.

EVALUATION: Pre-test is written examination evaluated by instructor. Final evaluation on basis of required performances with no evaluative criteria included.

■ PERSONALIZED CLASSROOM INTERACTION: A SELF-DIRECTED STRATEGY FOR COOPERATING TEACHERS AND ADVISING TEACHERS, David Butts, Shirley Hord

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: $3.00 AUDIENCE: Tea., Super.

OBJECTIVES: To aid the advising or cooperating teacher in working with student teachers by delineating several areas of focus for observation and subsequent feedback.

DESCRIPTION: This self-contained module provides an advising or cooperating teacher with specific target interest points — areas of focus pertaining to instruction which can be used for observation of and feedback to the student teacher. Target interest points include the structure, physical organization, motivation, rapport, and response opportunity involved in the instruction. The module provides a discussion of each interest point followed by several analysis sheets for use by the advising teacher in observing the student teacher's skill with respect to each interest point.

EVALUATION: There is no evaluation of the module user (supervising teacher) as such. Instead, use of the module involves constant assessment of the classroom interactions of the student teacher by an advisor. Provision is made for direct feedback.

Related Module: **Non-Instructional Management: A Self-Directed Learning Program.**

■ PERSONALIZED SYSTEM OF INSTRUCTION, J. Gilmour Sherman

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) defines a personalized system of instruction (PSI) or the Keller Plan, as a unique approach to learning that allows students to progress at their own rate. Sherman explains the theory behind PSI, and actual classroom situations are used to demonstrate this teaching method.

■ PERSONALIZING LEARNING: A SELF-DIRECTED PLANNING GUIDE TO "SCIENCE A PROCESS APPROACH" LEVELS A-F, David Butts, Shirley Hord

DISTRIBUTOR: R&D—Tex. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The goal of these modules is to guide in-service teachers in personalizing science learning using Science A Process Approach. Upon completion of a module, the learner will be: (1) able to match learner objectives and diagnostic tasks; (2) familiar with a variety of learning opportunities related to learning objectives and be able to use personal activity cards related to the learning opportunities; and (3) able to use a personal monitor.

DESCRIPTION: These self-paced modules provide teachers of each grade level with a guide to personalizing learning using Science A Process Approach. The following steps in personalizing learning are discussed: the diagnostic task, its relation to learning objectives, and the variety of instructional activities available to meet these objectives. The user has a firsthand experience with a sample learning activity and learns the use of a personal monitor and personal activity cards. A seminar meets to discuss the advantages and problems involved with this method. A set of teacher's resource books containing diagnostic tasks and answers are available to accompany this series. Completion time — 1 to 2 hours.

EVALUATION: Post-assessment, in the form of a written test, evaluates the science and mathematical skills necessary to teach the sample lesson used.

■ PERSONALIZING MATH, Lola May

DISTRIBUTOR: Listener LEVEL: Elem., E. Ch.
COST: $58.00—$69.95 AUDIENCE: Tea.

OBJECTIVES: Describes how to fit content, methods, and expectations to the ability of individual students from kindergarten through primary grades.

DESCRIPTION: Five audiotapes on individualizing math programs for elementary grades by May. (1) "Creating the Environment": principles and methods of introducing the inquiry approach to mathematics including role of the teacher, role of the child, and evaluation. (2) "Number Experiences": concepts and methods for introducing the idea of number to the primary grades including materials and basic concepts. (3) "Computation — Four Operations": detailed instruction for establishing a real understanding of addition, subtraction, multiplication, and division. (4) "Geometry in the Primary Grades": readying the students for more advanced work later and creating an alternative to number and including useable activities and materials. (5) "Measurement": building skills for practical use as well as models for mathematics. Completion time — 5 hours.

■ PHILOSOPHY AND BACKGROUND OF TEAM TEACHING, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.70 AUDIENCE: Tea.

OBJECTIVES: The teacher trainee will gain an understanding of the background, philosophy, and purposes of team teaching.

DESCRIPTION: In this module (24 pages), the student reads a review of the literature dealing with team teaching which is included in the module.

EVALUATION: The pre-assessment is composed of 50 true/false items with an answer key. The post-assessment is the same as the pre-assessment.

■ PHONIC ANALYSIS SKILLS

DISTRIBUTOR: WILKIT LEVEL: Elem., Mid.
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate comprehension of phonic analysis skills on a written test; (2) write and implement lesson plans teaching phonic analysis skills to a group of peers; and (3) micro-teach a phonic analysis lesson by making a videotape to be critiqued.

DESCRIPTION: Five kinds of learning experiences are in WILKIT #31 (30 pages): reading, attending a seminar, building lesson plans, peer teaching, and micro-teaching. Materials utilized, but not included in the WILKIT, are readings by Durrell, Wallen, Durkin, and Heilman. Materials included are: a sample lesson plan, peer teaching critique sheets, and critique sheets for the micro-teaching session. Completion time — 25 hours.

EVALUATION: A self-test is included for self-evaluation purposes. Proficiency assessment includes the Phonics Analysis Test plus a faculty conference to discuss performance in WILKIT activities.

■ PHONIC WORD ATTACK SKILLS, Tom Nagle and Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea., Super.

OBJECTIVES: (1) Becomes familiar with recommended scope and sequence for teaching phonic skills; (2) administers a phonics knowledge test to an elementary school child and interprets it; (3) develops modules for 3 phonic skills as instructional units for elementary school children and uses one with small group of children.

DESCRIPTION: The module (12 pages) has 3 phases: (1) awareness of phonics principles; (2) diagnosis of phonics skills; (3) development and use of materials for phonics instruction by contract with instructor. Learning activities include: reading selections from Botel, Wallen, and Spache (enclosed); examining phonics materials; administering a phonics test; developing modules for elementary children dealing with 3 phonics skills; and teaching, using one module.

EVALUATION: Pre-test and post-test are included.

■ PHONICS AND RELATED SKILLS, Jo Ann Dauzat

DISTRIBUTOR: Grambling T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The first part of the material is designed to facilitate the intern's acquisition of the content of phonics. The second part is designed to help the intern become an effective teacher of phonic elements; the emphasis is on the use of an inductive approach.

DESCRIPTION: The module (5 pages plus rather extensive appended materials) contains two parts: (1) *Phonics and Related Skills — Content;* and (2) *Phonics and Related Skills — Methods.* The enabling elements are quite varied: (1) recommended readings, (2) independent study activities, (3) records, (4) audiotapes, (5) programmed materials, (6) seminars, and (7) student options.

EVALUATION: Assessment procedures are provided for each part of the module; there are pre- and post-measures for both Part I and Part II.

■ PHOTOELECTRIC EFFECT

DISTRIBUTOR: Holt, R, W LEVEL: High
COST: $104.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrate the photoelectric effect and how it can be shown readily to a class using Project Physics material.

DESCRIPTION: In this film a teacher uses a zinc plate, an electroscope, and ultra-violet light to demonstrate the photoelectric effect and how it can be readily shown to a class. He then emphasizes the many pitfalls in gathering and interpreting data and demonstrates how quantitative data can be obtained to yield a value for Planck's constant. 16mm/b&w/24½ min.

■ PHYLLIS AND TERRY

DISTRIBUTOR: Columbia LEVEL: Mid., High
COST: $252.00 AUDIENCE: Tea., Adm.

DESCRIPTION: This film depicts life in one of New York's ghettos as experienced by two negro teenagers. Completely improvised, the film lets Phyllis and Terry display their great wit and outspoken friendship against a background of lonely tenement roofs, decimated playgrounds, stark schoolyards, and crowded streets. What evolves is a compelling portrait of hope and despair etched out by the girls themselves with their own words and actions. The film is open and unstructured, which permits it to be used for a variety of purposes. It focusses on the inner city negro child, but is relevant to those working with children of any group. 16mm/b&w/26 min.

■ PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS

DISTRIBUTOR: Stuart Finley LEVEL: Elem.
COST: $200.00 AUDIENCE: Tea.
RENTAL: $15.00

DESCRIPTION: This film shows the steps taken in improving an elementary school physical education program in Bailey Elementary School, Fairfax, Virginia. The staff is shown devising school curriculum, meeting in sessions for planning, scheduling, and equipment sharing; and finally developing and instituting a program. The processes and measures taken provide procedural guidelines which may be utilized in other schools' physical education programs. 16mm/color/20 min.

■ PHYSICAL PERFORMANCE TEST

DISTRIBUTOR: AIMS LEVEL: All
COST: $240.00 AUDIENCE: Tea.
RENTAL: $25.00/1-3 days

DESCRIPTION: This film demonstrates the basic techniques for administration of the six events of California's physical performance test for ages 10-18. This test was developed by an experienced team of specialists and coordinators in physical education. 16mm/color/20 min.

■ PHYSIOLOGICAL ASPECTS OF SPEECH — SPEAKERS WITH CEREBRAL PALSY

DISTRIBUTOR: Iowa LEVEL: Elem.
COST: $250.00 AUDIENCE: Tea.
RENTAL: $8.00

DESCRIPTION: This film shows the characteristics and types of cerebral palsy and the speech problems resulting from neuro-muscular deficiencies. Comparisons between normal speech patterns and speech patterns of children with various forms and stages of cerebral palsy are shown. Technical functionings in the speech process are explained. 16mm/color/25 min.

■ PHYSIOLOGICAL ASPECTS OF SPEECH: SPEAKERS WITH CLEFT PALATES

DISTRIBUTOR: Iowa LEVEL: Elem.
COST: $275.00 AUDIENCE: Tea.
RENTAL: $12.00

DESCRIPTION: This film shows the relationship between physiological abnormalities and speech problems of individuals with cleft palate. Technical discussion of the speech process is presented, and the functions of various organs necessary to speech are demonstrated. The inadequacy of speech organs is demonstrated along with the results in the speaker. 16mm/color/44 min.

■ PIAGET'S DEVELOPMENTAL THEORY: CLASSIFICATION

DISTRIBUTOR: Davidson LEVEL: E.Ch., Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film demonstrates and discusses three areas of classification: multiple classification, classification inclusion, and hierarchical classification. The three areas are explained and developed through demonstration of the theory with studies of children classifying objects. 16mm/color/17 min.

■ PIAGETAN THEORY, Celia Lavatelli and Jack Easley

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Three videotapes (30 min. each) discuss the

work of Jean Piaget. These lessons are designed to offer students an opportunity to explore Piaget's theory of developing intelligence. Videotapes include: (1) "Development of Intelligence" — Lavatelli demonstrates some of the methods used by Piaget to measure the developmental processes in children; (2) "Fostering Developing Intelligence" — discusses reinforcement techniques, verbal techniques, spatial transformations, and social collaborations; and (3) "The Stage of Formal Operations" — Easley examines Piaget's theory of formal operations and discusses the two-way relationship between mathematics and psychology.

■ PICTURE MAKING AT THE GANG AGE

DISTRIBUTOR: IFB
COST: $70.00
RENTAL: $6.00
LEVEL: Mid.
AUDIENCE: Tea.

OBJECTIVES: Demonstrate methods of organization for the middle school art class with suggestions for directing improvement without discouraging creativeness.

DESCRIPTION: Film shows how to organize a classroom of 5th and 6th graders and give direction towards improvement without discouraging creativeness. Based on premise that children of 10 and 11 are able with simple classroom equipment to make original and infinitely varied compositions close to their own interests with real skill. Suitable for showing to children as well as adults. Film inspired book by Gaitskill (24 pages, $.75 available from distributor) which gives brief, clear statement of principles and techniques of value to teachers. 16mm/color/6 min.

■ PINE SCHOOL SUMMER

DISTRIBUTOR: Iowa
COST: $50.00
RENTAL: $3.10
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film shows the summer program at Pine School for retarded and underprivileged children. The experimental 3-phase program provides outdoor camping experiences for 14 students. Preparation for the program constitutes phase one. In phase two, the children are in the campsite. Testing and evaluating the program make up phase three. 16 mm/b&w/11 min.

■ PLANNING A UNIT

DISTRIBUTOR: Bel-Mort Films
COST: $6.50
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: The development of a unit plan in terms of broad objectives, specific objectives, methods, materials and means of evaluation are described in this filmstrip (44 frames, color).

■ PLANNING AN INSTRUCTIONAL SEQUENCE

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Identify instructional sequence and components; and (2) demonstrate understanding of objectives and evaluation measures.

DESCRIPTION: I-Pac #9 (10 pages) has two main parts. The first requires the student to read materials by Mager and Popham & Baker and/or view six filmstrip-audiotapes by Popham & Baker (these materials not included). Second, the student participates in a seminar based on the above learning experiences, completes study guide on objectives and instructional sequence, and plans and evaluates a lesson.

EVALUATION: Written examination and conference with faculty advisor.

■ PLANNING AND ORGANIZING FOR TEACHING

DISTRIBUTOR: NEA
COST: $7.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This filmstrip (color, with synchronized recording for manual or automatic equipment — 18 min.) analyzes three sets of related problems: organizing the curriculum; organizing the school and the classroom; and organizing personnel, space, and materials. It is based upon the publication of the National Education Association Project on Instruction bearing the same title. A copy of the script with suggestions for presentation accompanies the filmstrip.

■ PLANNING CREATIVE ACTIVITIES FOR INDEPENDENT LEARNING

DISTRIBUTOR: Panhandle
COST: $.50
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Given a list of independent activities, trainee can identify those that can be classified as creative activities; (2) given selected texts, trainee can make a descriptive list of creative, independent activities appropriate for the students he teaches; (3) using the descriptive list he has prepared, trainee can prepare materials and directions needed for implementing the activities; and (4) using one of the prepared independent activities (from objective #3), trainee will successfully involve a small group of students in the activity.

DESCRIPTION: In B-2 module II-4 (33 pages), the trainee studies the resource materials in order to classify and describe designated activities according to categories of creativity. Trainee participates in group discussions and gives and receives feedback from peers concerning responses on worksheets. After preparing an independent creative activity, the trainee implements the activity with a group of children and a teammate (or resource person) observes the performance. Trainee also observes and rates performance of another participant. The trainee is directed to certain outside reading sources, as well as materials included within the module. Worksheets, a resource bibliography, and evaluation checklists are included in module. Completion time — 8 hours.

EVALUATION: Identical pre- and post-tests are included for objectives 1 and 2. Pre-test for the entire module consists of 6 self-check questions. Post-test is the (1) successful teaching of an independent creative learning activity for 5—15 minutes to a small group of children according to performance criteria on evaluation checklist; (2) observing, rating, and helping another participant meet the designated performance criteria.

■ PLANNING EXPERIENCE CHARTS

DISTRIBUTOR: Iowa
COST: $105.00
RENTAL: $43.95
LEVEL: Special Ed.
AUDIENCE: Tea.

DESCRIPTION: This film describes how experience charts are integrated into plans for the day's activities for mentally retarded children. A humorous dialogue between animated characters broadens the definitions of experience charts to include work on the blackboard and overhead projector. How charts can best be used to teach reading and writing, verbal communication, spelling, information and social skills are also included. 16mm/color/12 min.

■ PLANNING INSTRUCTIONS: A SELF-DIRECTED LEARNING PROGRAM, David Butts, Shirley Hord

DISTRIBUTOR: R&D—Tex.
COST: $3.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Twenty-two separate, self-paced tasks each focus on a single objective concerning planning instruction. These include: (1) identify and construct learning purposes and objectives; (2) identify and construct instructional activities and appraisal items; and (3) construct instructional plan including all discussed skills.

DESCRIPTION: This self-contained module (180 pages) contains a series of self-paced tasks essential to effective lesson planning. Each task contains a set of situations or opportunities which the student works through individually to learn a specific skill, followed by a discussion of the answer. Next, a task focus provides an appraisal of the student's understanding of the task which, if acceptable, allows him to skip the remainder of the activities. If unacceptable, more activities focus on attaining this particular skill. A written competency appraisal completes each task. An instructor's guide is available. Additional equipment required includes four filmstrips/tapes listed in the instructor's guide. Completion time — 10 hours.

EVALUATION: Pre-assessment includes a diagnostic instrument in the form of a written test given by the instructor to determine which skills the user already possesses. A competency appraisal follows each task which is checked and then discussed with the instructor. No criteria levels are stated. This module has been field tested and subsequently revised.

■ PLANNING THE ELEMENTARY SOCIAL STUDIES CURRICULUM

DISTRIBUTOR: SMSC
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrates knowledge of the research and literature on various approaches to elementary social studies curriculum; and (2) justifies study of social, economic, and political issues, and problems in elementary curriculum; (3) develops a social studies curriculum layout or particular class outlining educational outcomes, which is based on one model of learning and curriculum designs; and (4) utilizes social science concepts and activities appropriate to skills and needs of the group.

DESCRIPTION: Cluster involves writing a contract with advisor which includes: (1) independently reading and completing listed compacs; (2) attending a number of seminars on social studies curriculum and mini-course on writing social studies curriculum; (3) completing one unit and necessary lesson plans for a specific group of students. Learning activities in the compacs include: (1) reading a variety of selections on aspects of elementary social studies curriculum; (2) developing cognitive and affective objectives using Bloom and other sources; and (3) developing curriculum plans. Materials are not included in compacs. Compacs included are *Developing Rationale for Social Studies, Planning the Curriculum in the Elementary Classroom, Writing Cognitive Objectives for Social Studies,* and *Writing Affective Objectives for Social Studies.*

EVALUATION: Evaluation includes: completion of contract and attendance at seminars; submission of curriculum unit and lesson plans; critique of videotape; completion of evaluation device by supervising teacher; completion of self-analysis by student; and review of evaluations by advisor.

■ PLANNING THE EVALUATION OF EDUCATORS: A SIMULATION

DISTRIBUTOR: NEA-IPD
COST: $30.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This simulation game has been designed to place major focus on the process of evaluation. The game consists of two planning sessions, a critique session, and a concluding session. Depending on the number, the participants are organized into groups making up the Evaluation Planning Committee for the hypothetical Dover City School District. A filmstrip and tape are used in presentation and explanation of Dover City. Game includes: 8 different role descriptions, game rules and descriptions for participants, guidelines for evaluation planning, reference materials — general information on Dover City School District, and descriptions of evaluation systems. Completion time — 4 hours.

■ PLANNING TO AVOID INDIVIDUAL AND CLASSROOM MANAGEMENT PROBLEMS, Ray Bruce and Claude P. Duet, Jr.

DISTRIBUTOR: Georgia
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Identifies and describes 4 methods for grouping children for instruction and indicates 2 appropriate classroom uses for each method; (2) identifies 5 specific techniques for guiding pupils to work independently, and indicates how each of these techniques would be employed to meet a specific classroom need; (3) identifies what rules the teacher alone must make to eliminate barriers to good citizenship in the classroom and develops a plan for involving pupils in the development of rules for the classroom; (4) identifies 15 types of physical, emotional, and behavioral problems found in the classroom, describing plans which might be used to avoid these problems and develops a plan for systematically recording clues to unusual physical, behavioral, and emotional problems in students; (5) diagrams 3 alternative seating and furniture arrangements for classrooms, presenting plans for two interest centers, and identifying behaviors he will look for as clues to the need to shift from one instructional activity to another; and (6) constructs contingency plan of action for the presence of outsiders in the classroom.

DESCRIPTION: Cluster contains 6 modules on planning to avoid individual and classroom problems. Modules are: (1) *Grouping Children for Instruction;* (2) *Developing Independent Work Skills in Children;* (3) *Plans and Rules for Classroom Community;* (4) *Identifying Individual Needs from Behavior Clues;* (5) *Improving the Classroom Environment;* and (6) *Planning for Outsiders in the Classroom.* Activities in the modules include for objective #1 — readings from Sylvester, Gibson, and Thomas; for objective #2 — reading selections from Tway, Fischer and Rudder, and using Inner-City Simulation Lab — Incident #30; for objective #3 — reading from Amos & Crem, Popham & Baker, McDonald & Nelson, and Becker, viewing filmstrip on "Rules and Plans," and reading paper on classroom management; for objective #4 — readings from 8 different sources; for objective #5 — reading from 7 different sources and viewing film on "Classroom Management"; for objective #6 — reading from 5 sources, making list of persons likely to visit within school year, describing procedures to use, conference with building principal on steps to use, and viewing film on "Counseling with Parents."

EVALUATION: Assessment in each module is on the basis of completed performances. No evaluative criteria are given.

■ POETRY IN PAUL

DISTRIBUTOR: Holt, R,W
COST: $130.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for discussing classroom management dealing with the student who plagiarizes.

DESCRIPTION: Student suddenly becomes a good writer and a better poet — revealing for the first time potential. Teacher praises work but soon discovers the writing was done earlier by student's older brother. Open-ended film ends with question of what the teacher should do. Study guide available. 16mm/color/9½ min.
Part of Series: Critical Moments in Teaching

■ POLAROID-LAND PHOTOGRAPHY: PART I

DISTRIBUTOR: Holt, R, W
COST: $70.00
LEVEL: High
AUDIENCE: Tea., Lib.

OBJECTIVES: Demonstrate the use of a polaroid land camera for making accurate wavelength determinations using Project Physics materials.

DESCRIPTION: One teacher demonstrates to another how a Polaroid photograph of a moving object helps students to understand the concepts of velocity and uniform motion. They discuss how a photograph of a Balmer spectrum of hydrogen can be used to make accurate wavelength determinations. 16mm/b&w/16 min.

■ POLAROID-LAND PHOTOGRAPHY: PART II

DISTRIBUTOR: Holt, R, W. LEVEL: High
COST: $132.00 AUDIENCE: Tea., Lib.

OBJECTIVES: Demonstrate how polaroid camera can be used in science experiments utilizing Project Physics materials.

DESCRIPTION: A teacher shows how the polaroid camera can be used in experiments to determine acceleration due to gravity, to plot the path of a projectile, and to detect ionizing radiation. Also shown are other experiments which involve momentum and energy transfer, diffraction patterns, traces on an oscilloscope screen, and the nuclear scattering analogue. 16mm/b&w/31 min.

POLITICS OF SCHOOL — AN INTRODUCTION TO THE COMMUNITY AND ITS RESOURCES, Linda Lehman

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Identify free or inexpensive community resources, both human and material, which a teacher might use in the classroom to the advantage of the pupils.

DESCRIPTION: Module (4 pages) can be done either individually or collectively. Activities include: (1) compile list of materials within time limit which could be used; (2) find out distributors of materials found in list completed for #1; (3) record data gained and analyze how those materials could be used in the classroom; and (4) maintain card index following supplied format.

EVALUATION: Completion of required performances.

■ POLITICS OF SCHOOLS — YOUR COMMUNITY, Linda Lehman

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Develops community analysis skills; (2) participates in community analysis activity; (3) understands complexities of a community and its children; and (4) uses data gathered to prepare a more relevant curriculum for students.

DESCRIPTION: Module (5 pages) contains activities to be done in the following order: (1) make survey of community and its economic, political, recreational, social, and religious make-up; (2) compile community profile on basis of survey; (3) visit school, taking questionnaire to principal and teachers; (4) compare school's perception of community with one's own; and (5) answer questions supplied concerning use of material gained in classroom. Bibliography contains books by Conant and Smiley and films on inner-city and disadvantaged children by McGraw-Hill.

EVALUATION: Pre-test is written assignment requiring questionnaire to be created for use in community. Post-test is discussion with peers on material covered and analysis of questionnaire.

■ POLITICS OF SCHOOLS — YOUR SCHOOL: HOW WELL DO YOU KNOW IT? Linda Lehman

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Presents checklist of items which acclimate the new teacher in a school by introducing personnel, classroom, and ancillary services.

DESCRIPTION: Module (7 pages) covers 4 areas: (1) the school in general, (2) school personnel, (3) the classroom, and (4) the school's ancillary services. Checklist for each area is suggested, with fill-in-blanks for various questions.

EVALUATION: Pre-assessment requires listing of things needed in understanding a school. Post-assessment is analysis of experiences of the module.

■ POLITICS, POWER AND THE PUBLIC GOOD

DISTRIBUTOR: Learning Corp. of America LEVEL: College AUDIENCE: Tea.
COST: $250.00
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of the abuses of power.

DESCRIPTION: This film, edited from the motion picture "All the King's Men," presents issues and considerations of how power corrupts: playing politics to push through programs, campaigns and rhetoric, public image and private morality, and ends versus means. The story is of a popular politician who has used any means necessary to establish his position and image. When his son, driving while drunk, kills the girl with him in an automobile accident, the governor tries to bribe the girl's father into not pressing charges. The father refuses and "disappears." Political actions become more complicated, but the governor's co-workers rally support from "volunteers" and bring him a successful campaign. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activities are included in a teacher's manual. 16mm/color/15 min.
Part of Series: Searching for Values: A Film Anthology.

■ PORTRAIT OF A DISADVANTAGED CHILD: TOMMY KNIGHT

DISTRIBUTOR: McGraw-Hill LEVEL: Elem., Mid.
COST: $125.00 AUDIENCE: Tea., Adm., Comm.

DESCRIPTION: This film shows a day in the life of a slum child, Tommy Knight. The film highlights portions of a day in Tommy's life which illustrate factors affecting his ability to learn. 16mm/b&w/16 min.

■ PORTRAIT OF THE INNER CITY

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: $125.00 AUDIENCE: All

DESCRIPTION: This film looks at the community not only as a passerby might see it, but also from the viewpoint of young people who are growing up in the environment. The viewer sees both the degrading and ugly side of the city and some of the more positive and uplifting aspects of inner-city life. 16mm/b&w/15 min.

■ PORTRAIT OF THE INNER CITY SCHOOLS: A PLACE TO LEARN

DISTRIBUTOR: McGraw-Hill LEVEL: All
COST: $125.00 AUDIENCE: Tea., Adm.

DESCRIPTION: The film illustrates how, even unconsciously, a teacher can discriminate against pupils from disadvantaged homes and neighborhoods. The film also shows that the school can be either a place for the inner city child to learn and grow toward maturity or a place of confinement where the child is forced into failure and frustration. 16mm/b&w/18 min.

■ POVERTY, LANGUAGE AND LEARNING, F. Elizabeth Metz

DISTRIBUTOR: NETCHE LEVEL: E. Ch., Elem.
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) states that language and learning are inseparable functions and reflects a need for skill in oral language. The effect of poverty and inadequate preschool language training in relation to intelligence is discussed.

■ PRE-ASSESSMENT, Pat Mattingly

DISTRIBUTOR: Austin College LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: participant is able to: (1) state characteristics common to pupils at age chosen by participant; (2) develop a class profile showing the physical and intellectual range of differences; (3) prepare a case study on an individual pupil; (4) interpret information in cumulative folder; and (5) in teaching a lesson, illustrate how to utilize available information concerning pupils.

DESCRIPTION: Module (11 pages) contains descriptions of physical development, behaviors, and special needs of students at various ages; a sample class profile; a brief reading on the need for studying the individual; and activities describing the required performances. Completion time — 5 hours.

EVALUATION: Pre-test is written self-scored evaluation. Final assessment is on the basis of completing performances to the satisfaction of the instructor.

■ PRE-CUEING, Bruce McMillan

DISTRIBUTOR: Panhandle LEVEL: Elem.
COST: $ .40 AUDIENCE: Tea.

OBJECTIVES: (1) Given a classroom situation, the trainee can distinguish between planned and incidental pre-cueing; (2) in a role-playing situation, trainee can demonstrate at least 2 examples of incidental pre-cueing; and (3) in a classroom situation, the trainee can use planned pre-cueing which meets the criteria listed in the module.

DESCRIPTION: For this B-22 module V-5 (20 pages), two or more trainees team up to work together. Trainees read definitions and techniques on pre-cueing and practice recognizing examples of planned and incidental pre-cueing in a simulated, as well as regular, classroom situation. Trainees participate in role-playing situation and teammate evaluates performance in a classroom situation. Also, trainee, given a topic, initiates a discussion by posing a question, showing an object, displaying a picture, or using a new word. Trainee discusses lesson with teammate and together they evaluate lesson according to the criteria provided. Evaluation forms, answer keys, pre- and post-tests are provided in the module. No additional materials are required outside this module. Trainee needs to have access to a classroom. Completion time — 3 hours.

EVALUATION: Pre- and post-tests consist of 3 performance situations which are evaluated by the teammate.

■ PREJUDICE, Fred Howe

DISTRIBUTOR: Buffalo T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: To learn about the reasons for prejudice and discrimination; and to be able to recognize one's own prejudices and why one holds them.

DESCRIPTION: The module cluster (11 pages), PST-204.00 (SCB), contains 5 modules: (1) *Origins of Prejudice;* (2) *Recognition of Prejudices;* (3) *Prejudice and Discrimination;* (4) *Superiority/Inferiority;* and (5) *Ignorance/Stereotypes.* Instructional activities include: (1) recommended readings, (2) seminars, (3) independent activities, and (4) student options. The heaviest emphasis is on the seminar sessions.

EVALUATION: Evaluation procedures consist of pre-assessments and post-assessments for each module.

■ PREJUDICE AND YOU . . . A LEARNING EXPERIENCE, John Raymond

DISTRIBUTOR: NEA-NSPRA LEVEL: All
COST: $39.95 AUDIENCE: Tea.

DESCRIPTION: Tape-cassettes present 20 different independent situations designed to spark discussion in problems of human relations. Examples of situations are: name-calling episodes; brown-eyed, blue-eyed prejudice simulation; elections with girls ineligible to participate; slavery's effect; Indians; and right of discrimination. Each situation contains 4 sections: a teacher's guide explaining the purpose of the discussion, the discussion situation itself, discussion time, and a summary of the main point of the situation.

■ PREPARATION FOR READING, William D. Sheldon

DISTRIBUTOR: Allyn-Bacon LEVEL: Elem.
COST: $250.00 AUDIENCE: All

DESCRIPTION: This film deals with the various aspects of preparation which lead children to reading. Children are observed learning to listen, to speak, and to recognize letter forms and names. Ways of developing concepts are portrayed, and progress towards letter and word recognition is described. Various techniques for developing visual and auditory discrimination and the general perceptual awareness of children are presented. Teachers are also helped to increase their own awareness of the different ways of gauging the readiness of children for reading. 16mm/color/15 min.
Part of Series: **Understanding the Teaching of Reading.**

■ PREPARATION OF LOCALLY-PRODUCED INSTRUCTIONAL MEDIA

DISTRIBUTOR: Toledo LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Develop skill in preparation and production of opaque art work for media production and duplication procedures, duplicated instructional materials, mounted reflection copy, laminated reflection copy, and overhead transparencies.

DESCRIPTION: *Module #07* (16 pages) requires the student to produce the types of media specified in the objectives. Slide-tape activities and film loops, listed but not provided with the module, are used to introduce the student to each different form of media production. The reading required for the module introduction and a bibliography related to the various aspects of media production listed are included in the module. No specific guidelines for media production are given in the module; consequently, some directional expertise will probably be required. Completion time — 7 hours.

EVALUATION: Assessment is based on the instructor's evaluation of the students' products according to criteria provided in the module.

■ PREPARING FOR VARIABLE MODULAR SCHEDULING

DISTRIBUTOR: Ed.C LEVEL: All
COST: $250.00 AUDIENCE: All

DESCRIPTION: This film discusses considerations in planning for the implementation of variable modular scheduling. The film portrays the changes in learning behavior, teaching method, curriculum, and facility design that have taken place in schools across the country on this type of schedule. Attention is given to the structural concepts of variable scheduling, the ways that time can be varied, performance and demand curricula, individualizing learning, and the concept of the teacher as director of learning. The film is appropriate for those who wish to see what is involved in education under a variable schedule, how to plan for its implementation, and how to create an educational environment that will utilize its potentials for greatly enriched learning opportunities. 16mm/color/25 min.

■ PREPARING THE PHYSICAL ENVIRONMENT FOR LEARNING, Elizabeth A. Collins

DISTRIBUTOR: Panhandle LEVEL: All
COST: $ .45 AUDIENCE: Tea.

OBJECTIVES: (1) Given a pre-arranged classroom setting,

trainee can identify and change 5 elements of the physical environment which might be altered to improve the climate for learning; (2) given a set of teacher instructions or a floor-plan for organizing a classroom, trainee can arrange furniture, equipment, and basic materials so that final arrangements meet the criteria in the module; and (3) given a theme, topic, or unit of study in the classroom and a variety of learning materials appropriate to the objectives, trainee can arrange a center of interest to focus pupils' learning activities.

DESCRIPTION: For this B-2 module I-9 (31 pages), trainee reads article on classroom climate, views filmstrip, checks the classroom he intends to make changes in, consults the resource person about necessary changes, and makes appropriate changes. Also, trainee uses a diagram to arrange one section of a classroom, views a film that demonstrates possible ways to arrange a room, sketches a floor-plan, and consults with resource person to determine if the sketch is useful. Other activities include: collecting materials identified by resource person for a unit of study, visiting classrooms for ideas on learning centers, and selecting and arranging a learning center. Resource person evaluates the learning center according to the criteria in the module. Checklists, study sheets, answer keys, pre- and post-assessments, diagram and sources for obtaining materials are included in module. Classrooms are necessary for this module and are selected by resource person. Completion time — 4 hours.

EVALUATION: Pre- and post-assessment instruments are the same. They consist of 20 short-answer and fill-in-the-blank questions with answer key provided. Pre- and post-tests are included on each objective.

■ PREREQUISITES FOR GOOD PLANNING SESSIONS IN TEAM TEACHING, L. Jean York

DISTRIBUTOR: Leslie LEVEL: Elem.
COST: $2.60 AUDIENCE: Tea.

OBJECTIVES: The learner will demonstrate understanding of: (1) the purposes and principle types of planning in team sessions; (2) the staff, timing, and structure of the planning session; (3) the criteria for evaluating team planning and team leadership; and (4) ways in which team planning sessions can promote professional growth and accomplish the basic goals of individualized instruction.

DESCRIPTION: This self-paced module (104 pages) pertains to planning sessions in team teaching. The study guide tests previous knowledge and provides key to responses which routes the user to other areas in the module. The study section includes several articles pertinent to planning for team teaching, transcripts of planning sessions with study guides, and an interview with team leaders and a principal from an elementary school.

EVALUATION: Pre-assessment and post-assessments are both in the form of written tests. The pre-assessment key provides the user with a plan for selecting which sections of the module to complete. The post-assessment key provides references to various sections of the module in the case of incorrect answers. This module has been extensively field tested.

Part of Series: **Individualized Multi-Media Approach to Study of Team Teaching.**

■ PRESENTATION SKILLS, Dwight W. Allen, et al.

DISTRIBUTOR: General Learning LEVEL: All
COST: $395.00/4 elementary films & manuals; $395.00/4 secondary films & manuals; $775.00/all 8 films & manuals AUDIENCE: Tea.

DESCRIPTION: These multi-media materials model behavior and techniques for elementary and/or secondary school teachers. Four 7-minute color films show experienced teachers working in four related skill areas: "Completeness of Communication," "Use of Examples," "Lecturing," and "Planning Repetition" (in either elementary or secondary school settings). Accompanying manuals provide skill drills, lesson evaluation sheets, film typescripts, training and micro-teaching procedures, and bibliographies. Students observe, discuss, and practice skills in developing a presentation skills repertoire.

EVALUATION: Self-evaluation guides; micro-teaching assessment by pupils, colleagues and supervisor.

Part of Series: **Teaching Skills for Elementary and Secondary School Teachers.**

■ PREVENTING READING FAILURE

DISTRIBUTOR: AIMS LEVEL: Elem.
COST: $320.00 AUDIENCE: Tea.
RENTAL: $35.00/1–3 days

DESCRIPTION: This film shows a reading lesson conducted at the Marianne Frostig Center for Educational Therapy with children who have reading problems. The lesson, involving both group and individual work, demonstrates an approach in which various remedial techniques are used in combination and are adapted to the individual. 16mm/color/28 min.

■ PRIDE AND PREJUDICE

DISTRIBUTOR: Learning Corp. of America LEVEL: College
AUDIENCE: Tea.
COST: $250.00
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of values concerning principles versus compromise.

DESCRIPTION: This film, edited from the motion picture "Bridge on the River Kwai," presents: issues and considerations of conditions that make principles impractical or painful to abide by, the difference between principle and egotism, and the effects that abstract principles have upon our lives. The story tells of two enemy officers, one a prisoner and the other a prison camp commander, and their clash over the question of principles. The camp commander attempts to force the prisoners to conform to work standards that are not consistent with the "rules of war." Ultimately the will of the prison officer prevails. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.

Part of Series: **Searching for Values: A Film Anthology.**

■ PRIMARY EDUCATION IN ENGLAND

DISTRIBUTOR: I/D/E/A LEVEL: E. Ch., Elem.
COST: $150.00 AUDIENCE: All
RENTAL: $10.00

DESCRIPTION: A documentary on the provocative "family grouping" used in the British Infant School, the film has many implications for the future of early childhood education in the U.S. Scenes in film negate some long-held notions about preschool education. It supports the concept of nongraded schools by emphasizing the significance of nongraded education as an international innovation. 16mm/color/17 min.

■ PRINCIPLES OF BEHAVIOR MODIFICATION

DISTRIBUTOR: Doane College LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of: (1) basic principles and application of behavior modification; and (2) ethical issues related to behavior modification.

DESCRIPTION: Depth Packet #10 (13 pages) presents principles of behavior modification through recommended readings, enclosed articles, and study guides. The student discusses information and concepts with faculty advisor and conducts an action experiment using the principles of behavior modification. Pack includes "Catch the Child Being Good"

(Tinsley and Ora), "Reinforcement in the Classroom," and two exercise sheets on applying rules of reinforcement responding. Completion time — 8-10 hours.

EVALUATION: By faculty advisor in oral examination.

■ PRINCIPLES OF PARENT-CHILD PROGRAMS FOR THE PRE-SCHOOL HEARING IMPAIRED

DISTRIBUTOR: Penn State
COST: $46.00
RENTAL: $6.40
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: Contrast between the audiological work done with hearing-impaired children and their parents in the usual clinical setting and the work done in an intensive program with parents present at all times. Demonstrations of hearing testing, nursery school activities, psychological counseling of parents, and testing of children are shown. General aspects of a parent institute type of program and the principles which should pervade such programs are developed. Importance of a multi-disciplinary approach, with specialists working together in a closely coordinated program is stressed. Staff meeting illustrates contributions of specialists. 16mm/b&w/28 min.

■ PRINCIPLES OF PARENT-CHILD PROGRAMS FOR THE PRE-SCHOOL HEARING IMPAIRED

DISTRIBUTOR: Penn State
COST: $46.00
RENTAL: $6.40
LEVEL: E.Ch.
AUDIENCE: Tea., Parents

DESCRIPTION: This film illustrates principles of work with pre-school hearing impaired children and their parents in non-medical, aural-rehabilitation centers. Harmony Hall, a two-week summer camp for hearing impaired children and their parents, provides a program of examination, diagnosis, treatment, training, and counseling. Film shows camp personnel and participants attempting to design and enact appropriate educational programs for young children. 16mm/b&w/28 min.

■ PRINCIPLES OF REINFORCEMENT

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea., Coun., Sub-prof., parents

OBJECTIVES: (1) Demonstrate comprehension of the terminology and concepts of reinforcement theory; and (2) demonstrate ability to apply the principles of reinforcement theory by assuming responsibility for modifying three human behaviors.

DESCRIPTION: WILKIT #7 (15 pages) has 2 phases. Principles and terminology of reinforcement theory are presented through reading, optional study of recommended texts, and three films. In the second phase, application of the reinforcement theory, the student is to select and manage three human behaviors. A behavior chart is included for charting behavior over an extended time period (about 6 weeks). The module uses but does not include a text by Reese and three filmstrips which provide orientation to the study of reinforcement theory. Materials and learning experiences include: self-test on filmstrips, behavior chart, reinforcement checklist, and reinforcement seminar. Completion time — 10 to 15 hours.

EVALUATION: Evaluation by faculty advisor on the Reinforcement Check List after completion of behavior change program.

■ PRIOR AND PRESENT EXPERIENCE

DISTRIBUTOR: Indiana
COST: $150.00
RENTAL: $7.25
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Film points out the need for careful consideration by the teacher of the often-unnoticed differences between student's and teacher's background as shown in language used and assumptions made. 16mm/b&w/30 min.

■ PROBABILITY I & PROBABILITY II, E. Glenadine Gibb

DISTRIBUTOR: R&D–Tex
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: To acquaint the teacher with some of the basic concepts of probability. Upon completion of Probability I, the user should be able to: (1) distinguish between events which have a high probability and those that have a low one; (2) distinguish between true and untrue statements about probability; (3) identify a general equation for finding the probability of an event; (4) name, in writing, the probabilities of events using conventional notation; (5) identify complementary events, the probabilities, and the sum of the probabilities of complementary events; (6) name all the possible outcomes of combinations of events and the probabilities of all these possible outcomes; (7) identify a general equation for finding the probability of two events both occurring; and (8) identify a general equation for finding the probability of either event occurring. Upon completion of Probability II, the user should be able to: (1) construct Pascal's Triangle through the sixth line; (2) apply Pascal's Triangle in finding the probabilities of events; (3) name the permutations of n objects taken k at a time ($n \leq 6$, $k \leq 6$); (4) name the number of permutations of n objects taken k at a time ($n \leq 8$, $k \leq 8$); (5) identify a general equation for finding the number of permutations of n objects taken n at a time; (6) name the probability of an event given some condition which affects the probability of the event; and (7) distinguish between valid and fallacious reasoning about probability.

DESCRIPTION: These self-paced modules (50 pages) first provide pre-assessment tasks which, when answered successfully, allow the user to skip the particular instructional activity provided. If the answer is incorrect, the user participates in a learning task involving reading and experimenting to develop the concept. Four such instructional tasks in each module cover concepts necessary for the understanding of probability. Post-assessment tasks test successful completion of each module. Completion time — 4 hours.

EVALUATION: Pre-assessment and post-assessment are in the form of written tests. No criteria levels are stated.

■ PROBLEM-SOLVING/SIMULATION MODULE

DISTRIBUTOR: Washington State
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant is able to: (1) prepare and teach a lesson which utilizes either problem-solving or inductive teaching strategies; (2) produce an inductively-oriented or problem-solving teaching device appropriate to his teaching field; (3) utilize created device in micro-teaching session during 15-minute period; and (4) differentiate between types of games and/or simulations that are being utilized in classrooms.

DESCRIPTION: Module (18 pages) contains several assignments; student will: (1) read from Clark and Gordon on simulation games and evaluate a commercially-produced game; (2) create an assignment which allows the learner to be creative utilizing the problem-solving techniques of instruction and read Orlich's article on an inductive approach to teaching and Araki's article on Beer's Law; and (3) create a game with peers which can be utilized in the classroom and micro-teaches this game in 30-minute period. Completion time — 5 hours.

■ PROCESS EDUCATION FOR TEACHERS WORKSHOP

DISTRIBUTOR: Comrel
COST: $17.50
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: The 4-week workshop is based upon the roles and behaviors required for effectively installing Man: A Course of Study (MACOS) and other process curricula. Process Education for Teachers (PET) focuses on communications skills involving theory input, practice in paraphrasing, perception checking, description of feelings, giving and receiving feedback, and nonverbal communication. PET gives MACOS teachers a new understanding of the learning process by

placing them in the role of learners themselves. The teachers further develop skill in working with groups to promote meaningful discussion and inquiry. PET participants are then given an opportunity to put to use what they have learned in a true-to-life classroom situation. Divided into teaching teams, all participants spend the last 2 weeks of the workshop alternating between the role of teacher and that of observer. Thirteen modules form the PET workshop design. Modules 1-12 represent a single session each; Module 13 encompasses the entire 4-week learning experience of the participants. Instructional Modules, the user's guide, is an introductory booklet incorporating vital background information. The PET package also includes 5/2 individual handouts to be reproduced for distribution among workshop participants. The entire "workshop in a box" comes in a compact case.

■ PRODUCING A DESCRIPTIVE NARRATIVE OF A CHILD'S BEHAVIOR, Margaret Lay

DISTRIBUTOR: Syracuse
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Writes report on child's behavior including statements of either inference or evaluation.

DESCRIPTION: Module (4 pages) contains activities in which participant: (1) records full description of observed child behaviors, analyzing the statements as to whether they are reportings, inferences, or evaluations according to provided definitions; (2) analyzes given excerpts according to whether they are reportings, inferences, or evaluations; (3) records in writing full descriptions of children's behavior over brief period, avoiding inferences and evaluation; and (4) shares and discusses descriptions of reports made in which evaluations and inferences have been excluded.

EVALUATION: Pre-test is written evaluation of excerpt of child's behavior. Post-test is written paper on child behavior description excluding inferences and evaluations to be evaluated by instructor.

■ PRODUCTION OF MEDIA MATERIALS AND DEVELOPING TEACHING SKILLS USING MEDIA MATERIALS

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea., Lib.

OBJECTIVES: (1) Creates and produces materials for bulletin boards; (2) uses maps, globes, transparencies, and slides; (3) utilizes film loops, films, and other commercially-produced media.

DESCRIPTION: In Module 1:E-2 (15 pages), student is involved in 8 areas: bulletin boards, maps and globes, transparencies, slides, film loops, commercially-produced visuals and materials, 16mm films, and mounting and laminating visuals. For each area, student has choice of assigned readings, viewing film, or completing written activities. Student demonstrates achievement by conferring with instructor, designing material, or using material in micro-lesson. Readings, films, and materials utilized but not supplied. Completion time — 10 hours.

EVALUATION: Extensive pre-test includes written examination and performance activities for the media areas involved. Evaluation is by brief answers, essays, and observations by instructor, but no evaluative criteria are included. Post-test is identical to pre-test.

■ PROFESSIONAL DECISION-MAKING FOR TEACHERS, Elbert Alfrey, Ron Joekel and Alan T. Seagren

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) presents prospective teacher with realistic and pertinent problem situations which they are likely to face on the job. Although teacher education has not reached the level of an exact science where precise predictions can be made for certain sets of circumstances, this program gives future teachers a chance to review 20 potential conflict situations. These situations are presented primarily to serve as stimulants for group discussions. Study guide available to accompany the presentation.

■ PROFESSIONAL ORGANIZATIONS

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: Teacher Organizations
AUDIENCE: Tea., Adm.

OBJECTIVES: (1) Demonstrate knowledge of professional organizations in Texas; and (2) demonstrate ability to apply the Texas Code of Ethics.

DESCRIPTION: I-Pac #11 (3 pages) initially presents Texas and national teacher professional organizations through recommended readings and a written summary of articles. Participants then attend a meeting of a professional organization and finally a seminar to discuss written material and activities.

EVALUATION: Written examination.

■ PROFESSIONAL RELATIONSHIPS

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: All

OBJECTIVES: (1) Demonstrate knowledge of federal, state, and local district and school staff relationships to the educational program; (2) analyze issues that have been faced continually throughout American educational history; and (3) demonstrate knowledge of NEA codes of ethics.

DESCRIPTION: WILKIT #17 (34 pages) deals with three kinds of relationships: (1) legal bodies responsible for education — federal, state department of education, and local board of education — and their relationship to the teacher; (2) superintendents, principals, and other staff and their interaction in the school program; and (3) the code of ethics that governs the behavior of professionals in school activities. Materials utilized but not included in the WILKIT include readings from Drury, Reutter, Burris, Kazenwich, Chamberlain & Kindred, and Reutter & Hamilton. Materials included are: monographs "Federal & State Relations" (11 pages), "The State Department of Education" (11 pages), "State School Financing" (12 pages); case studies of "Principal and Teacher Relationships"; Code of Ethics approved by NEA and ethical case studies. Learning experiences include reading the above materials, attending a seminar on School Finance, attending a meeting of the Board of Education, and completing case studies exercises. Completion time — 20 hours.

EVALUATION: Self-evaluation related to specified objectives, with a proficiency assessment by the instructor consisting of a written examination.

■ PROGRAMMED INSTRUCTION

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Defines terminology; (2) differentiates between types of programming; (3) cites examples and uses of two programs; and (4) evaluates the role of teacher in programmed instruction.

DESCRIPTION: In module 1:D-10 (21 pages), students scan programmed textbook and compare it to non-programmed text. Student has choice of reading articles from supplied bibliography, attending lecture, reading supplied narrative, or creating own alternative. Study questions are supplied to serve as advance organizers. Readings are utilized but not supplied. Narrative (9 pages) defines program, discusses linear and branching programs, discusses the role of the teacher in a programmed classroom, and gives advantages and disadvantages of its usage. Completion time — 10 hours.

EVALUATION: Pre-test is self-evaluated written examination.

Post-test contains similar self-graded items in addition to instructor evaluated written questions. Criteria for the latter items are not included.

■ PROGRAMMED INSTRUCTION: ANALYSIS AND EVALUATION, INSTRUCTIONAL USES, WRITING BEHAVIORAL OBJECTIVES AND CRITERION TESTS, Richard G. Allan

DISTRIBUTOR: Scott
COST: $130.00
(Individual set contents priced separately)
LEVEL: All
AUDIENCE: Tea., Adm.

OBJECTIVES: (1) Demonstrate ability to write behavioral objectives; and (2) identify and apply various forms of programmed instruction.

DESCRIPTION: This multi-media set is designed to provide instruction in programmed instruction and behavioral objectives. Participant studies and identifies various forms of programmed instruction in order to apply forms to existing and new curricula and becomes involved in designing and writing behavioral objectives. The set contains the following materials: (1) overview; (2) instructor's guide; (3) cassettes — 3 tapes covering 6 topics which include "Major Characteristics of Programmed Instruction — Types of Programmed Instruction," "Steps in the Developmental Process," and "Programmed Instruction Writer and the Subject Matter Expert Educational Project Considerations"; (4) overhead transparencies; (5) set of criterion tests including masters; (6) programmed texts — Writing Behavioral Objectives and Criterion Tests; and (7) student handbook.

■ PROGRAMMED INSTRUCTION AND COMPUTER TECHNOLOGY, Paul Saettler

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea., Lib.

DESCRIPTION: Videotape (30 min.) discusses modern programmed instruction and assumes that changes in learning behavior can best be brought about by arranging schedules of reinforcement. The phases of programming, new approaches to education through computer, and use and future trends in educational programs are discussed.

■ PROGRAMMED LEARNING: A PRACTICUM, Dale M. Brethower, et al.

DISTRIBUTOR: Ann Arbor
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm., Ind. Trainers

OBJECTIVES: Participants will develop programs which meet the following criteria: (1) use of program returns programmer's financial and time investment; and (2) evaluated programs which are to be superior to the majority of currently published programs in relevance of behavioral objectives to needed skills and relevance of examples and student responses to program objectives.

DESCRIPTION: This 247-page instructional unit provides a practicum in programmed learning and concept formation in five sections. The first presents a review of excerpts from a variety of programmed learning materials demonstrating general program dimensions, their various functions, and appearance. The second section traces the development of a program and provides an overview of program development process through case study examination. Section three, the process of subject matter analysis, discusses in detail redefining objectives and writing criterion frames. Section four develops frame construction through 6 detailed phases, and section five provides instruction and information in testing and revision. Each section provides final response items that may be used to determine understanding of presented concepts. Learning unit also includes confirmation and summary appendices. Completion time — 9 to 24 hours.

EVALUATION: Post-test: student developed program and section response items.

■ PROGRAMMED TUTORING

DISTRIBUTOR: Indiana
COST: $260.00
RENTAL: $8.25
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film shows an integrated program of individualized tutoring designed to improve reading skills on the elementary level. Student-tutor involvement in 4 parts of the total program (statement comprehension, instructional comprehension, word analysis, and free reading) is demonstrated, as well as the discovery procedures which affect reading capabilities. The program depicted is intended as a supplement to classroom teaching. 16mm/color/19 min.

■ PROGRAMMING IS A PROCESS: AN INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY, Susan Markle and Philip Tieman

DISTRIBUTOR: UICC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participants will be able to: (1) list processes and/or products of stages in the development of instructional materials; (2) describe evidence that should accompany a program; and (3) identify objectives stated in specific terms.

DESCRIPTION: In film-lecture presentation, the process of programming is discussed and examined. Analysis of program evaluation, program content, program design, program materials, and media is presented in five stages with research and development questions. Film is accompanied with study guide. 16mm/color/35 min.

■ PROJECT DISCOVERY: DEMONSTRATION IN EDUCATION

DISTRIBUTOR: EBE
COST: $75.00/B&W
$150.00/Color
LEVEL: All
AUDIENCE: Tea

DESCRIPTION: A documentary promoting an innovative educational project in which an entire school is given enough A/V materials and equipment to make an impact on every grade and subject area. Classroom situations illustrate the effect this has on the child's ability to learn and the contribution Project Discovery has made in in-service teacher education. 16mm/color or b&w/27 min.

■ PROJECT EVALUATION FOR ACCOUNTABILITY

DISTRIBUTOR: U of S. Cal.—IMC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm., Super.

DESCRIPTION: Produced and illustrated by Hollywood film professionals, the complete training package contains: 5 narrated filmstrips, an integrated working guide, and preprinted planning sheets. The packet is designed for in-service use by educational professionals who are preparing or upgrading an evaluation plan for their own special project, seeking an overview of a useful and flexible approach to performance-based evaluation, serving as an external evaluator for projects lacking a clear evaluation framework, developing a staff training program in evaluation procedures, or looking for a practical follow-up to studies of evaluation theory. The packet emphasizes: (1) employing dual-purpose behavioral objectives to

derive data parameters; (2) selecting evaluation instruments and techniques; (3) identifying activities and tasks for evaluation management; (4) data collection methods and a simplified process for selecting statistical routines; and (5) impact and outcomes analysis.

PROMISE OF PLAY

DISTRIBUTOR: Bradley Wright
COST: $220.00
RENTAL: $25.00
LEVEL: Spec. Ed./P.E.
AUDIENCE: Tea.

OBJECTIVES: (1) Involve teachers in strategies for physical education for the severely handicapped; (2) adapt equipment and activities for all children; (3) integrate orthopedically-handicapped into school program; and (4) teach skills to enhance physical health and self-image.

DESCRIPTION: Describe methods for involving severely handicapped children in physical education programs and for adapting equipment and activities to help each child succeed, resulting in enhancement of pupil's self-image. Portrays handicapped child in wheelchair doing physical activities normally omitted in typical educational program. 16mm/color/22 min.

PROMISES TO KEEP

DISTRIBUTOR: NEA-IPD
COST: $175.00
RENTAL: $10.00
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: Produced in cooperation with public schools in Dade County, Florida, Philadelphia, Pennsylvania, and San Diego, California. These schools were allocated ESEA Title II funds by the U. S. Office of Education. The film deals with effective teaching and teacher education in inner-city schools, stressing the student as an individual and the kinds of programs that serve him best. 16mm/color/28 min.

PROMOTING APPROPRIATE LANGUAGE PATTERNS, Elizabeth A. Collins

DISTRIBUTOR: Panhandle
COST: $ .60
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given a list of words, the trainee will select those words which will have been misspelled; (2) given selected categories, trainee will appropriately capitalize words in each category; (3) given specific situations, trainee will use appropriate punctuation; (4) trainees will classify selected standard English words as either formal or informal, and selected, nonstandard English words as either overly casual or pompous; and (5) given a set of words taken from a selected glossary of faulty structure, the trainee will recognize the appropriate use of each term.

DESCRIPTION: In module I-3 (35 pages), trainees in an individual setting study rules on spelling, capitalization, punctuation, and usage; check a number of student papers for these types of errors; and design and explain a set of charts on these specified rules. Trainees meet the fifth objective by analyzing their speech habits and checking students' writings for structural errors. Answer keys, pre- and post-tests, instructions for activities, spelling rules, and commonly misspelled words are included in the module. Besides this module, trainees need only have the book, English Made Simple. Completion time — 4 hours.

EVALUATION: Pre-assessment is 5 self-check items. Pre- and post-tests are a part of each objective. Trainees who successfully complete the pre- or post-tests are assumed to have achieved the objectives of this module.

PROMOTING CLOSURE

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Defines cognitive and instructional closure, giving examples and value of each type in the classroom; (2) plans and implements a 5-minute micro-lesson centering on closure strategies.

DESCRIPTION: In Module I: A-5 (14 pages), student has choice of discussing closure with instructor and peers, reading from given bibliography, or reading supplied narrative on closure. Reading resources are utilized but not provided. Narrative (5 pages) establishes need for promoting closure, its effects as feedback, its implications for teaching, and the differences between cognitive and instructional closure. Completion time — 7½ hours.

EVALUATION: Pre-test is self-graded written examination and micro-lesson evaluated by supplied form. Post-test is alternate form of pre-test with same type of evaluation criteria provided.

PROMOTING TOTAL MEMBER PARTICIPATION IN DISCUSSION GROUPS, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle
COST: $ .70
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) The teacher trainee will identify learning experiences which encourage total member participation in group discussions; and (2) the teacher trainee will conduct a group discussion incorporating this knowledge.

DESCRIPTION: This module (41 pages) requires the teacher trainee to read about various ways in which group participation may be enhanced. The teacher trainee then analyzes a classroom discussion session and makes recommendations concerning improvements. Finally, the teacher trainee designs and implements appropriate instruction which encourages total member participation. All instructional materials are included in the module.

EVALUATION: Part I of the pre-assessment requires the teacher trainee to have peers fill in a classroom performance checklist on the teacher trainee's behavior. An average numerical score of 5 is satisfactory. Part II of the pre-assessment includes listing of multiple answers to questions, selection from a given list of best answers for other questions, and short paragraph construction. An answer key is included. The post-assessment is the same as Part II.

PROVIDING FOR INDEPENDENCE IN LEARNING

DISTRIBUTOR: Indiana
COST: $150.00
RENTAL: $7.25
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: Children need guided opportunities to learn on their own, providing them with the skills needed to "learn what to see" and "learn how to listen." Library skills are necessary for children. School is revealed as an excellent environment for developing self-direction skills for disadvantaged children to overcome the negative influence of the ghetto. Such skills are developed only after adequate diagnosis of children's needs and evaluation of progress. 16mm/b&w/30 min.

PROVIDING FOR INDIVIDUAL DIFFERENCES IN THE SECONDARY SOCIAL STUDIES CLASSROOM

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of slow learner, gifted child, and culturally different student; (2) demonstrate knowledge of the teaching techniques to be used with slow learner, gifted student, and culturally different student and the utilization of techniques in a heterogeneous class; and (3) examination of self and own prejudices.

DESCRIPTION: I-Pac #64 (39 pages) requires student to

read and study materials (not included in par) and enclosures on individual differences and to complete accompanying study guides. The student is then to design for advisor approval lesson plans for slow learners, gifted students, and culturally different students (optional activity). Third, the student participates in a series of 3 seminars in a systematic study of prejudice and completes log in an effort to understand and work with self-prejudices. The final activity is to plan for and teach a lesson in a heterogeneous class.

EVALUATION: Written examination and conference with advisor on written activities and lesson presentation.

■ PSYCHOLOGY: AN INDIVIDUALIZED COURSE, Richard L. Morgan

DISTRIBUTOR: Westinghouse
COST: $11.95
LEVEL: All
AUDIENCE: Yes.

OBJECTIVES: (1) To develop an increased awareness through group experiences and other learning experiences; (2) to develop a continuous interest in human behavior; (3) to increase effectiveness in relating to other people; (4) to develop a growing understanding of basic psychological concepts; and (5) to stimulate interest in and study of psychology. More specific objectives for each unit are given.

DESCRIPTION: This 275-page learning package contains 24 self-instructional modules which introduce the basic concepts of general psychology, as well as introduce other related areas of contemporary student interest. Each module provides learning objectives, concept development, bibliography, and a variety of individual and group learning activities. Students may interact with peers in designed group activities such as T-group encounters, field visits and surveys, and/or utilization of the sites outlined records which include uncensored recordings of actual psychotherapy sessions, group dynamics, and a medical report on the use of narcotics. Pre- and post-tests and other evaluative devices accompany each learning unit. Program also includes an instructor's guide which provides alternative instructional approaches and annotated audio-visual recommendations for each module.

EVALUATION: Post-test: written examinations.

■ PSYCHOLOGY OF TEACHING AND LEARNING, Robert G. Packard

DISTRIBUTOR: Missouri-St. Louis
COST: Consult Distributor
LEVEL: All
AUDIENCE: Yes.

DESCRIPTION: Book contains 31 units for self-paced instruction in psychology and learning. All the units are narratives interspersed with questions which serve as review for the material covered. Participant proceeds at own pace with various schedules for completion allowed. Units concerned with: (1-3) *Analysis of Teaching and Learning*; (4) *Observing and Recording Behavior*; (5-6) *Analysis of Learning*; (7) *Special Topics: Aggression, Self-control, and Attitudes*; (8) *Motivation and Discipline*; (9) *Review and Application Interview*; (10) *Reducing Behavior Problems*; (11) *Behavioral Objectives*; (12) *Sequencing Objectives*; (13) *Teaching Concepts*; (14) *Acquisition, Retention, and Transfer*; (15) *Preparing Achievement Tests*; (16) *Interpreting Statistics*; (17) *Evaluating Instruction*; (18) *IQ and Achievement*; (19) *Review and Application Interview II*; (20) *Behavior Change Project*; (21) *Teaching Autistic Children*; (22) *Self-Control Project*; (23) *Self-Management of Study Skills*; (24) *Elementary Applications*; (25) *Secondary Applications*; (26) *Special Education*; (27) *Individualizing Instruction*; (28) *Programming*; (29) *Educational Technology*; (30) *Special Event*; and (31) *You-Name-It Project*. Texts utilized in the course are by Packard and Becker.

EVALUATION: Written examinations at end of each unit available from instructor. Final examination is written. Two units evaluated by personal interview with instructor.

■ PSYCHOLOGICAL FOUNDATIONS I, TYPES OF LEARNING, John R. Pyper

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Yes.

OBJECTIVES: (1) Given definitions of a random selection of the categories of learning presented in the module, the student will be able to match them with the correct labels; (2) given familiar examples of learning (those contained in the instructional materials of the module), the student will be able to identify the types of learning that they represent according to Gagne's and Merrill's classification systems; (3) given the categories of learning of one of the classification systems presented in this module, the student will be able to arrange them in order and/or match them with another category system (i.e., Merrill's, Gagne's or Bloom's); and (4) given examples of unfamiliar, simple types of learning, the student will be able to categorize them correctly according to Gagne's and Merrill's classification systems.

DESCRIPTION: The activities include: becoming familiar with various types of learning as described by Gagne, Merrill, and Bloom; and comparing and then identifying, sequencing, and categorizing learning events according to a selected classification system. Published materials provide most of the reading, and appropriate commercially prepared audio-visuals are used in some alternatives.

EVALUATION: Pre- and post-assessments are in the form of written tests. Students are routed to activities in the module based on their performance on the pre-assessment and are exited from the module on post-test performance.

■ PUPIL EVALUATION

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: All
AUDIENCE: Yes.

OBJECTIVES: (1) Demonstrate comprehension of factors which influence pupil evaluation; and (2) demonstrate ability to analyze, construct, and administer teacher-made test.

DESCRIPTION: I-Par #14 (18 pages) has two main parts. In the first, the student defines the problem of measurement and evaluation through an introductory seminar, reads and studies recommended articles, views 2 filmstrips and completes filmstrip study guides (readings and filmstrips not included in par). The student then prepares a test covering material taught over a 3-day period to a group of students, administers and analyzes a test, and reviews the results with class. A seminar for discussion of testing and evaluating activities is the final learning experience.

EVALUATION: Written examination.

■ PUPIL-TEACHER PLANNING: A CONSERVATIVE APPROACH, Burton Grover and Robert Rice

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Yes.

OBJECTIVES: (1) Experiences the introductory, explanatory, planning, learning, and evaluation phases of pupil-teacher planning; (2) identifies on exam with 80% accuracy assumptions on which planning is based; (3) lists 5 phases of planning, defining each, and (4) demonstrates ability to use pupil-teacher planning with pupils.

DESCRIPTION: Module 23 (26 pages) has participant write questions about what he wants to know about subject, read supplied narrative on pupil-teacher planning, answer supplied questions based on the reading, fill out checklist on assumptions upon which planning is based, read outline of steps used for pupil-teacher planning, and answer questions while proceeding through implementation phase. Completion time — 10 hours.

EVALUATION: Pre-assessment is question of preknowledge with no criteria for evaluation. No post-test. Self-scored tests included in phases of program.

■ PURPOSES AND METHODS OF CLASSROOM EVALUATION

DISTRIBUTOR: WILKIT — LEVEL: All
COST: $1.50 — AUDIENCE: Tea., Super.

OBJECTIVES: (1) Define evaluation, basic evaluation vocabulary, and purpose of evaluation; (2) describe different methods of evaluation used in classroom; (3) categorize and evaluate test items and organize test scores into a grading system; and (4) design a plan of evaluation for a unit which will be assessed by WILKIT advisor.

DESCRIPTION: WILKIT #22 (52 pages) is built around definitions, terminology, purposes and methods of evaluation, and construction and evaluation of terms and instruments. Materials utilized, but not included, are John A. Green's **Teacher-Made Tests**. Materials included are a monograph and reading guide, "Classroom Evaluation" (23 pages); reading guides for Green's textbook (14 pages); annotated bibliography (4 pages); and self-test (8 pages). Learning experiences include but do not require reading monograph and Green's text and participating in a seminar. Users are required to design a plan of evaluation for a unit, and then meet with advisor and have it evaluated. Completion time — 20-25 hours.

EVALUATION: A self-test is provided to review for the examination. Post-unit assessment includes presentation of unit plan of evaluation, a final written examination, and a faculty conference to discuss the examination.

■ PUZZLES AND MAZES TEACH, Ted Ward

DISTRIBUTOR: MSU-Spec. Ed. — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: (1) To provide a small-scale, low-threat simulation of problem-solving exercises encountered in life; (2) to provide an occasion and motivation for introspection on the tendency to use random versus systematic approaches to problem-solving; (3) to increase the awareness of the value of systematic approaches to problem-solving; and (4) to illustrate the hazard of assumptions or habits that inhibit creative freedom.

DESCRIPTION: This self-contained teacher training kit involves a series of problem-solving exercises in which the participants are encouraged to look at themselves and to clarify their approaches in dealing with problems involving unknown solutions. Included are all materials necessary for conducting a training session. The basic format of the kit calls for active participation through small group and large group interaction. Part 4 of Series: **Teacher Training Kit**.

Q

■ QUESTIONING, Donald Orlich and Carol Mandt

DISTRIBUTOR: Wash. State — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: (1) Writes a summary of the generalizations that are apparent in a review of literature on classroom questions; (2) produces a model to tabulate the types of questions used in a classroom setting and from the data obtained analyzes and generalizes as to the type of learning priorities, if any; (3) distinguishes in either verbal or written format between convergent, divergent, or evaluative questioning operations; (4) classifies either verbal or written questioning statements according to the 6 major categories of Bloom's Taxonomy — Cognitive Domain; (5) constructs a written justification for the selection and utilization of specified questioning techniques; (6) identifies probing and prompting, handling incorrect responses, promoting multiple responses, framing concept review questions, and encouraging non-volunteers techniques; (7) constructs inferences or logical hypotheses concerning student cognitive behaviors when given data which concern classroom questions; (8) in groups of 3 or 4 class members, selects textbook from own subject, tabulates from 6 randomly-chosen chapters types of questions used and percentages of each, makes appropriate conclusions, and evaluates text questions.

DESCRIPTION: Module (66 pages) contains 3 parts: (1) review of selected research; (2) applications to teaching; and (3) manifesting appropriate behaviors. The first part includes a review of research related to questioning, tips for teachers concerning the implementation of this knowledge, and a self-test to measure knowledge gained. Part Two is paper on convergent, divergent, and evaluative questions with a self-graded test to measure knowledge. Part Three gives suggestions on framing questions, probing, prompting, handling incorrect responses, promoting multiple responses, handling concept review questions, encouraging non-volunteers, and developing the student's skill in framing questions. Each of these sections has its own evaluation scored by the student. A general reference is included with the package of material. Completion time — 5 hours.

EVALUATION: No pre-test. Tests are given within each of the parts and sections of the material. Evaluation by student according to key and required proficiency.

■ QUESTIONING

DISTRIBUTOR: UTEP — LEVEL: Elem.
COST: $2.00 — AUDIENCE: Tea.

OBJECTIVES: Student describes low- and high-order and probing questions by giving examples and justifying their usage. A 5-minute lesson is planned and taught, centering on questioning strategies.

DESCRIPTION: In Module I:A-4 (16 pages), the student has choice of discussing questioning with instructors and peers, choosing readings from bibliography, viewing a slide/tape, or reading the supplied material. The slide/tape and readings are utilized but not provided or priced. The material is a paper (7 pages) defining and suggesting uses for lower-order, higher-order, and probing questions. General suggestions on questioning strategy are also included. Completion time — 7½ hours.

EVALUATION: Pre-test is written examination, and a demonstration of a 5-minute lesson planned around questioning strategies. Criteria for written portion is provided along with an evaluation form for the teacher. The post-test is identical to the pre-test.

■ QUESTIONING SKILLS, Dwight W. Allen, et al

DISTRIBUTOR: General Learning — LEVEL: All
COST: $395.00/4 elem. films & manuals; $395.00/4 secondary films & manuals; $775.00/all 8 films & manuals. — AUDIENCE: Tea.

DESCRIPTION: These multi-media materials model behavior and techniques for elementary and/or secondary school teachers. Four 7-minute color films show experienced teachers (in either elementary or secondary school settings) working in four skill areas: "Fluency in Asking Questions," "Probing Questions," "Higher Order Questions," and "Divergent Questions." Accompanying manuals provide skill drills, lesson evaluation sheets, film typescripts, training and micro-teaching procedures, and bibliographies. Students observe, discuss, and practice presented skills in development of a questioning skills repertoire.

EVALUATION: Self-evaluation guides; micro-teaching assessment by pupils, colleagues, and supervisor.

Part of Series: **Teaching Skills for Elementary and Secondary School Teachers**.

■ QUESTIONING STRATEGIES, Dave Fraser

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Lists and describes 5 questioning techniques; (2) identifies 5 techniques using coding of printed text and videotaped material; (3) computes percentages for types of questioning and constructs profile of participant's questioning strategies from sample lesson; and (4) identifies and demonstrates desired behavioral changes in questioning techniques in subsequent videotaped lesson.

DESCRIPTION: Module 24 (6 pages) is based on Parson's Guided Self-Analysis which guides participant through knowledge and comprehension level objectives in describing and identifying questioning strategies. Includes instructions for application of desired changes in questioning strategies. Completion time — 10 hours.

QUESTION OF CHAIRS: THE CHALLENGE TO AMERICAN EDUCATION

DISTRIBUTOR: ADL-RB LEVEL: High, Adult
COST: $125.00 AUDIENCE: Tea.

DESCRIPTION: This film shows the problems faced and overcome by the American education system over its 3-century evolution. The growth and development of the educational system as a tool for training citizens in a democracy is also demonstrated and discussed. 16mm/b&w/45 min.

■ QUESTIONS FOR THINKING, William Glasser

DISTRIBUTOR: MEDIA FIVE LEVEL: All
COST: $225.00 video-cas.; $300.00 film AUDIENCE: Tea., Adm.
RENTAL: $35.00

DESCRIPTION: This film explores what schools are doing to encourage students to think. The film develops Glasser's (proponent of schools without failure) concept of balance between encouraging more thinking and using traditional learning and memorizing. 16mm/color/28 min.

■ QUIET REVOLUTION

DISTRIBUTOR: NEA-IPD LEVEL: Elem.
COST: $150.00 AUDIENCE: Tea., Adm.
RENTAL: $10.00

DESCRIPTION: An unconventional dialogue between Dante and Virgil as they look in, via the latest technological devices, on some of the new ways of staffing modern schools and helping children learn, such as: team teaching, flexible scheduling, nongraded programs, and other innovations. Filmed at TEPS demonstration centers in Taba City and Tucson, Arizona, and Huntington Beach, Poway, and Berkeley, California. 16mm/color/28 min.

R R

■ RATIO

DISTRIBUTOR: SRA LEVEL: Elem., Mid.
COST: $135.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how to teach ratio in modern math terms and concepts. The film shows unrehearsed classroom sessions in which children of average ability are introduced to the new math concepts. 16mm/color/20 min. *Part of Series:* Modern Mathematics in the Elementary Classroom.

■ RATIONAL NUMBERS, E. Glenadine Gibb

DISTRIBUTOR: R&D-Tex LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Upon completion, the learner will be able to: (1) name three uses of rational numbers; (2) construct a lesson plan for teaching one objective related to uses of rational numbers; (3) construct a pictorial illustration for each of these four uses of the fraction a/b: part of a unit of length, area or volume, part of a unit of number, division, ratio; (4) construct two models for a given fraction where the unit is a set of objects; (5) construct assessment items to test for student concepts of one-half; (6) construct pictorial illustrations for solving problems which involve rational numbers; (7) construct a region model and a number line model to show that two fractions are equivalent; (8) describe a procedure for demonstrating a selected aspect of the order relations for rational numbers; (9) describe a procedure for demonstrating the density of rational numbers; and (10) describe possible causes for pupil difficulties in using rational numbers and ways to alleviate the difficulties.

DESCRIPTION: The emphasis of this module is on the teaching of rational numbers to children. The text discussion includes illustrations of how children respond to learning rational numbers. The self-paced module (55 pages) has six sections involving rational numbers: definition, models, equivalent fractions, equality and order relations, density, and diagnosing student difficulties. Within each, the user assesses his level of competence, performs learning activities if this competence is unacceptable, and then reassesses the level of competency. No additional equipment is necessary; an instructor's guide is under development and not available at this time. Completion time — 2 hours.

EVALUATION: Pre-assessment and post-assessment is required for each of six sections by means of written tests. Criteria levels are discussed for each.

Part of Series: The Teaching of Mathematics.

■ REACTING TO PUPIL RESPONSES, David Gliessman

DISTRIBUTOR: Indiana Sch. of Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Discriminate between behavioral evidence of the following concepts: (a) Informing, (b) Probing, (c) Accepting, and (d) Rejecting.

DESCRIPTION: Two films, developed as part of a USOE-funded protocol materials project, depict protocols of classroom behavior. Manuals (50-60 pages) designed for instructors and/or students are provided for each set of protocol materials. Instructors can use the materials in either set in small group discussions, lectures or lecture-discussion in the classroom, or in individual study. The materials should be useful for both pre-service and in-service teachers in educational psychology as well as other professional educational courses. Two 16mm films/color/10 min. each. Completion time — 2 hours.

EVALUATION: Printed tests are being prepared for these materials in which students will be asked to make discriminations between concepts when the behavior described by the concepts is viewed.

■ READING A CROSS SECTION

DISTRIBUTOR: Bel-Mort Films LEVEL: All
COST: $6.50 AUDIENCE: Tea.

DESCRIPTION: This filmstrip considers a specific aspect of audio-visual instruction — the interpretation of diagrammatic illustrations. (42 frames, color)

READING COMPREHENSION

DISTRIBUTOR: WILKIT
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Participant lists, defines and gives examples, in writing, of the three levels of comprehension emphasized in seminar; describes in writing three or more methods of teaching a meaningful vocabulary; describes in writing strengths and weaknesses of workbooks and worksheets; constructs worksheets for teaching reading comprehension; constructs study guide for developing comprehension according to Durrell's model; describes in writing a method of teaching an individual pupil to read with purpose and flexibility; and identifies problems that occur in verbal communication and describes in writing how these problems relate to teaching.

DESCRIPTION: In WILKIT #29 (11 pages), participant attends reading seminar with advisor and 10-12 peers exploring three levels of comprehension by using reading material (both required and optional); reads selection from Bond and Wagner; constructs five or more original worksheets for teaching comprehension; reads from Durrell and constructs study guides for textbook chapter of choice; has conference with advisor over prepared material; participates in communication seminar; and observes reading group in two public school classrooms, noting how comprehension is being taught using supplied observation forms. Checklist for monitoring progress is included for student use. Reading on strengths and weaknesses of workbooks is also included. Module requires seminars and conferences, access to public school classrooms for required observations, and access to readings and workbooks required in objectives. Completion time — 12-15 hours.

EVALUATION: No pre-assessment. Objective self-evaluation is included. Written examination to be evaluated by instructor is not provided.

READING: DIAGNOSIS AND CORRECTION, Alice Brown Smith

DISTRIBUTOR: Grambling T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: To provide students with the understandings and skills needed to conduct diagnostic reading procedures. Seven objectives related to this purpose are specified.

DESCRIPTION: The module (17 pages) provides information relevant to the objectives. The primary emphasis is on reading the references presented. Sample diagnostic forms are included.

EVALUATION: A 10-item post-test is included in the materials.

READING FOR THE DISADVANTAGED, Juanita F. [illegible]

DISTRIBUTOR: Grambling T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: This module cluster specifies 3 terminal objectives: (1) each intern will plan and design lessons and materials to be used with the children in his class; (2) each intern will plan lessons and design materials to teach reading skills; and (3) each intern will display and explain one successful piece of material used with the disadvantaged children in his class.

DESCRIPTION: This module cluster (15 pages) contains 5 modules; each of these contain numerous enabling activities referenced to one or more of the 7 behavioral objectives specified. A selected article and a bibliography are included.

READING IN THE HIGH SCHOOL, Roger Farr and James Laffey

DISTRIBUTOR: NEA
COST: Consult Distributor
LEVEL: High
AUDIENCE: Tea.

DESCRIPTION: Package contains booklet and sound/filmstrip on teaching reading in high school. Booklet (32 pages) contains information on general reading skills, specific skills for various areas of the curriculum, evaluating reading development, reading programs, a summary of essentials of a successful program, research and developmental needs, and selected references. Filmstrip, "When Every High School Teacher is a Reading Teacher" (12 minutes), suggests principles and procedures that can be applied in the classroom. Film was based on research findings.

Part of Series: What Research Says to the Teacher.

READING IS FOR US TOO, D. H. Scott

DISTRIBUTOR: AIM
COST: $300.00
RENTAL: $15.00/day; $40.00/week
LEVEL: Elem.
AUDIENCE: Tea., Adm., Coun., Super., Sub-prof., Psy. Spec. Ed.

DESCRIPTION: Film describes innovative procedures for teaching mentally retarded children how to read. Details how a child's reading readiness can be achieved through a "flying start" pre-reading program. 16mm/color/29½ min.

READING READINESS, Thomasine Taylor

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: E.Ch., Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) To enable interns to understand the concept of reading readiness; and (2) to develop competency in teaching readiness skills to young children.

DESCRIPTION: This module cluster (14 pages), REA-001.00 (80C), contains 5 modules: (1) *Overview of Reading Readiness*; (2) *Auditory Discrimination*; (3) *Visual Discrimination*; (4) *Perceiving Relationships*; and (5) *Teaching Sight Words*. Learning alternatives are provided in each module; these include: (a) suggested readings, (b) lectures, (c) audiotapes, (d) independent study activities, (e) small group activities, (f) direct observation, (g) workshop sessions, (h) practice-feedback sessions, and (i) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures are provided for each module. Included are: (1) a pencil-and-paper test; (2) the teaching of an auditory discrimination lesson; (3) the teaching of a visual discrimination lesson; (4) the teaching of a lesson in perceiving relationships; and (5) the teaching of a sight words lesson.

READING READINESS

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: E.Ch., Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of the importance of reading readiness and list pertinent factors indicating readiness for reading; (2) demonstrate comprehension of the difference between (a) auditory development and auditory discrimination, and (b) visual development and visual discrimination; (3) administer and correct Murphy-Durrell Reading Readiness Analysis; and (4) develop and teach to a group of peers a reading readiness lesson using a complete lesson plan.

DESCRIPTION: Learning experiences in WILKIT #27 (20 pages) include reading materials on reading readiness, using the Murphy-Durrell Reading Readiness Analysis with a kindergarten or first grade class, 2 small group meetings with faculty advisor observing in a kindergarten and discussing it with advisor, preparing a lesson plan for a reading readiness lesson, and teaching 5 minutes to a group of peers. Materials utilized, but not included in the WILKIT, are readings by Durrell, Anderson, Bond & Wagner, Heilman, Durkin, and Spache. Included are observation forms and lesson plan critique sheets and formats. Completion time — 12 to 15 hours.

EVALUATION: Self-evaluation entails answering a series of questions on reading readiness. Proficiency assessment includes a conference with the faculty advisor to discuss critique sheets and lesson plan, and a written examination.

READING SKILLS AND THEIR DEVELOPMENT, William H. Heiner

DISTRIBUTOR: Burbmell LEVEL: E.Ch.
COST: $250.00 AUDIENCE: Tea., Sub-prof., Lib.

OBJECTIVES: To identify: (a) learners who read each word in sentence as if the words were from a list; (b) reader who can verbally demonstrate probable sound values for letters and letter groups in words which he has not seen in print before; (c) child who appears to respond automatically to letter stimuli by correctly naming the letter of the alphabet; and (d) ability to hear differences and similarities between words with respect to the phonemes.

DESCRIPTION: Films included in these protocol materials include: (1) "Reading Rates," (2) "Word by Word Reading, Oral Reading," (3) "Phonetic Analysis," (4) "Letter Identification," and (5) "Auditory Discrimination." Each is presented in a 16mm, black and white film, videotape, or slides and audiotape. Their length varies from 15 to 20 minutes. A manual is included. Response sheets for students and teachers' manuals containing bibliographic entries are included. The films were designed primarily for undergraduate education students, but can be used for in-service training. These materials were developed as part of a USOE-funded protocol materials project. Completion time — 5 hours.

EVALUATION: Films contain self-embedded tests which allow the teacher to observe the outcomes or degree of understanding. Answer sheets are provided to students.

READING STUDY SKILLS, Thomasine Taylor

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The purpose of this module cluster is to familiarize the intern with reading study skills and their role in the reading process. This module cluster is also designed to give the intern competency in teaching children to use the reading study skills.

DESCRIPTION: The module cluster (5 pages), READ-005.00 (HOU), contains two modules: (1) *Reading Study Skills: An Overview*; and (2) *Competency in Teaching Reading Study Skills*. Both modules provide learning alternatives; these include: (1) suggested readings, (2) direct observation, (3) practice-feedback sessions, and (4) intern-designed activities.

EVALUATION: Both modules contain pre-assessment and post-assessment procedures. The first is a 15-item pencil-and-paper test. In the second, the intern is expected to design and teach a reading study skills lesson; criteria are provided.

READING STUDY TECHNIQUES

DISTRIBUTOR: WILKIT LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant will demonstrate knowledge of SQ3R by: stating what the letters represent, demonstrating comprehension by stating three strengths and one weakness of SQ3R; applying a successful reading-study technique by using the SQ3R with the first six chapters in Effective Study; and achieving 70% or higher on each quiz.

DESCRIPTION: In WILKIT #26 (7 pages) participant listens to audiotape presenting SQ3R reading-study technique, its strengths and weakness, and information on utilization, and fills out supplied enclosure. He reads and completes exercise in Effective Study recording data required by Enclosure 2 and has evaluative conference with advisor. Module requires access to readings and tape (not supplied) and advisor time and expertise for evaluations. Completion time — 5-7 hours.

EVALUATION: No pre-test. Post-test is self-evaluated statement of proficiency and an instructor evaluated conference over the quiz forms and objectives. Criteria for evaluation not included.

REALITY COUNSELING IN THE BRONX, Sidney Goldfarb and Lenise Dolen

DISTRIBUTOR: Guidance Lab. Videotape
COST: $95.00 LEVEL: Elem.
RENTAL: $20.00/week AUDIENCE: Tea., Coun.

DESCRIPTION: A counselor in the New York City Schools has incorporated William Glasser's reality counseling techniques to help a 5th grade class learn ways of living that will fulfill their needs for love and worth. Areas emphasized are learning social responsibility, focusing on behavior, planning behavior, making realistic commitments to alter behavior, and increasing accomplishments. ½" videotape/30 min.

REALITY OF SUCCESS, William Glasser

DISTRIBUTOR: MEDIA FIVE LEVEL: All
COST: $225.00/video-cas., $300.00/film AUDIENCE: Tea.
RENTAL: $35.00

DESCRIPTION: This film suggests a simple process of motivating the hard-to-reach student. Glasser, proponent of schools without failure, explains how the 7 basic steps of Reality Therapy can help a student start succeeding in school. The film explains with examples how to get the child to deal with the present, to evaluate his own actions, to make a plan, and to follow through with a commitment. 16mm/color/28 min.

REALITY THERAPY, Hugh Baird

DISTRIBUTOR: BYU-ISTEP LEVEL: High
COST: $8.10 AUDIENCE: Tea., Coun.

OBJECTIVES: Student will be able to use principles of reality therapy in counseling with students to help them change their behavior.

DESCRIPTION: The module defines reality therapy as a process for helping a student to identify his behavior and to establish a plan to change it. It is a personalized approach to behavior, self-evaluation, and modification. The model presented is as follows: (1) identify behavior; (2) identify consequences; (3) make a value judgement; (4) formulate a plan; and (5) follow plan. Two alternative learning structures are offered: a programmed text of 40 pages with a quiz included or an audiotape by Hugh Baird with a set of response sheets and quiz (6 pages). Both are included in the materials. Completion time not stated, but not more than 2 hours.

EVALUATION: Consists of a simulated reality therapy session to be carried out with the instructor. The subject can be chosen from a list of 10 alternative situations.

REALITY THERAPY, Hugh Baird

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Use the principles of reality therapy in counseling students to help them change their behavior; (2) aid students in identifying needed changes and in establishing plan for alteration; and (3) aid students in identifying value positions and in maintaining sense of value as a person.

DESCRIPTION: Module #35 (47 pages) gives participants two alternatives: studying programmed text (40 pages) or using audiotape worksheet (7 pages). Programmed text by Baird and Rich utilizes Glasser's work in developing the process of reality therapy. Tape is by Baird and contains worksheets and quizzes to go with audiotape (not included) and directions for individual conferences with instructor in evaluating progress. Completion time — 5 hours.

EVALUATION: No pre-test or post-test. Evaluation is by completion of programmed text or by satisfactory conference with instructor.

■ REALLY UNDERSTANDING CONCEPTS OR IN FRUMIOUS PURSUIT OF THE JABBERWOCK, Susan Markle and Philip Tiemann

DISTRIBUTOR: Tiemann Assoc. LEVEL: All
COST: $100.00/Total; Text $7.50 if purchased separately AUDIENCE: Tea.

OBJECTIVES: (1) Identify key concepts in one's own field; (2) analyze key concepts in terms of critical and irrelevant attributes; (3) specify objectives which describe acceptable indicators of concept attainment by students; and (4) design evaluation which measures student ability to transfer conceptual learning beyond the limits of instruction.

DESCRIPTION: Multi-media system includes: 3 active response slidetape presentations (80 frames each) with accompanying program book; intervening self-paced exercises; discussion guides; and an individual analysis project. Part one, *Recognizing Real Understanding*, gives definitions of concepts, generalizations, and principles. Part two, *The Analysis of Student Problems;* and part three, *The Analysis of Concepts.* Completion time — two-day workshop or over 4-week period.

■ RECOGNITION BY SIGHT AND SOUND OF THE MAJOR INSTRUMENTS OF THE ORCHESTRA, Samuel D. Miller

DISTRIBUTOR: Houston T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To recognize by sight and sound at least 3 instruments in each of the 4 families (woodwinds, brasses, strings, and percussions) and be able to recognize by sound each of the families when used as a group.

DESCRIPTION: The module (3 pages), MUS-004.00 (HOU), offers several learning alternatives: (1) a filmstrip/record presentation, (2) a number of independent study activities, and (3) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures consist of an audiotape and picture test in which the intern matches the sounds of instruments with their pictures.

■ RECOGNIZING HOW CHILDREN DEVELOP, Elizabeth A. Collins

DISTRIBUTOR: Panhandle LEVEL: Elem., Mid.
COST: $.70 AUDIENCE: Tea.

OBJECTIVES: (1) Given a list of physical, social, and emotional characteristics of child behavior, trainee can match them to categories of human growth; and (2) given the opportunity to observe the behavior of one student over a period of one week and to analyze the observations with other adults in the classroom, trainee can identify at least three positive actions that could be used to modify the child's behavior.

DESCRIPTION: In this B-2 module I-2 (48 pages), trainee completes six study sheets and work sheets dealing with needs, development, and behavior modification. Trainee views filmstrip, "Discipline," and participates in a group discussion on questions involved in positive behavior modification. Other activities include trainee's observing and recording specific behavior of a single child. Study sheets, work sheets, assessment instruments, and answer keys are included in this module. Filmstrip-tape is not included in this module. Completion time — 5 hours.

EVALUATION: Pre- and post-assessment instruments are the same. Instruments consist of six short-answer questions with answer key provided. Pre- and post-tests are provided for specific objectives.

■ RECORD KEEPING: SOCIAL, AFFECTIVE, PHYSICAL DOMAIN, Margaret Lay

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant selects items and format for an observational scheme to facilitate record-keeping about children's non-academic behavioral characteristics.

DESCRIPTION: Module (3 pages) gives student alternatives of: examining materials on child characteristics (not supplied); selecting and/or modifying existent form; or preparing form from scratch, field testing the form and modifying on basis of field-test; or telling another person about a child the participant has studied, letting them give feedback on the comprehensiveness of communication.

EVALUATION: Pre-test asks whether participant has form with which he is satisfied. If so, it is submitted to instructor for evaluation. Post-test is instructor-evaluated form submitted by student.

■ REGIONAL VARIATIONS

DISTRIBUTOR: Stuart Finley LEVEL: All
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: This film presents a discussion of major regional dialects in the United States. Language variations, their indications of a speaker's origin, place of residence and additional factors are also considered. 16mm/color/28 min.
Part of Series: **Language . . . The Social Arbiter.**

■ REINFORCEMENT

DISTRIBUTOR: UTEP LEVEL: Elem.
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: (1) Describes positive and negative reinforcement by examples of usage, advantages of use, and explanation of their effectiveness; (2) plans and executes a 5-minute microlesson describing reinforcement strategies used.

DESCRIPTION: In module I:A-6 (20 pages), student has choice of discussing reinforcement with instructor and peers, reading from bibliography, or reading supplied narrative on reinforcement. The readings are utilized but not provided. Narrative (11 pages) gives overview of reinforcement theory; defines two types of behavior, two types of reinforcers, and two types of reward; and discusses the need for feedback and the way in which reinforcement concepts can be used in the classroom. Completion time — 7½ hours.

EVALUATION: Pre-test is self-scored, written examination and lesson evaluated by supplied form. The post-test is an alternate form of the pre-test, utilizing same method of evaluation.

■ REINFORCEMENT THEORY FOR TEACHERS (FILM), Madeline Hunter

DISTRIBUTOR: Special Purpose LEVEL: All
COST: $150.00 AUDIENCE: Tea., Adm.
RENTAL: $45.00/3 days

DESCRIPTION: In film-lecture presentation Madeline Hunter discusses positive reinforcement, negative reinforcement, extinction, and a schedule of reinforcement, as well as how they relate to behavior which advances learning. Application of theory in daily classroom teaching is also described. Recommended film use in conjunction with programmed booklet: **Reinforcement Theory for Teachers.** 16mm/b&w/28 min.
Part of Series: **Translating Theory into Classroom Practice**

■ REINFORCEMENT THEORY FOR TEACHERS (BOOKLET), Madeline Hunter

DISTRIBUTOR: TIP LEVEL: All
COST: $2.25 AUDIENCE: Tea.

DESCRIPTION: Programmed booklet (69 pages) presents brief, initial discussion of reinforcement theory through questions and explained responses. Reinforcement theory is covered with interpretation emphasizing daily teaching practices. Rec-

ommended use in conjunction with film "Reinforcement Theory for Teachers."
Special Purpose Film
Part of Series: Theory into Practice.

■ REINFORCEMENT THEORY INTO PRACTICE, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: E.Ch., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Identify examples of positive reinforcement, negative reinforcement, extinction, regular schedule and intermittant schedule; and (2) given description of classroom situation, identify behavior to be changed and new behavior that will replace, devise strategy to get new behavior and positively reinforce it, and decide how to extinguish old behavior.

DESCRIPTION: In this module (23 pages), learning activities include: reading **Reinforcement Theory for Teachers** (Hunter), **Pigeons in a Pelican** (Skinner), selections from Selecco **Psychology of Learning and Instruction**, and an enclosed paper "Some Representative Projects"; viewing filmstrips and tape by Popham, "Discipline in the Classroom"; attending seminar and giving reaction to audiotape by Dreikurs, "The Four Goals of the Child's Disturbing Behavior"; and completing an enclosure, Analyzing Classroom Situations. Completion time — 4 hours.

EVALUATION: A pre-test and post-test are included.

■ REMARKABLE SCHOOLHOUSE

DISTRIBUTOR: McGraw Hill LEVEL: All
COST: $325.00 AUDIENCE: Tea.
RENTAL: $18.00

DESCRIPTION: Film visits experimental projects which exemplify schools of the future. Revolutionary designs, creative games, personalized computers, and closed circuit TV are a few of the innovations included. Narrator Walter Cronkhite concludes that the school of tomorrow has only one vital aim — to give the student not only the facts, but also the ability to use them thoughtfully and creatively. 16mm/color/25 min.

■ REPORT CARD

DISTRIBUTOR: Holt, R, W LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film depicts the concern and frustration of a new teacher who must assign grades to her students for the first time. She has conflicts with school faculty which has set objective criteria for grading students and pressures the young teacher to adhere to these criteria. The new teacher attempts to evaluate students considering attitude and growth of child. 16mm/color/15 min.
Part of Series: Critical Moments in Teaching

■ REPORTING AND EXPLAINING

DISTRIBUTOR: Centron LEVEL: Mid., High
COST: $175.00 AUDIENCE: Tea.

DESCRIPTION: This film shows how to develop clarity and interest in speech. It focuses primarily on the speech of exposition — giving reports, instructions, and directions, or explaining processes. 16mm/color/13 min.
Part of Series: Communications — Speech

■ RESEARCH UTILIZING PROBLEM-SOLVING — CLASSROOM VERSION

DISTRIBUTOR: CEDS LEVEL: All
COST: $12.00 AUDIENCE: Tea., Adm.

OBJECTIVES: To prepare educators to use techniques for defining, analyzing, and solving problems.

DESCRIPTION: The workshop gives participants knowledge, skills, and techniques in retrieving and utilizing knowledge while in the process of identifying and diagnosing classroom problems and designing action plans to resolve them. In broad terms, participants develop skills for systematically carrying out a 5-step method of problem-solving: (1) identify the problem, (2) diagnose the problem or situation, (3) consider alternative actions, (4) try out a plan of action, and (5) adopt the plan. The minimum number to conduct a program tryout is 6 participants and 1 instructor. Each participant will need the following: 1 set of participant materials at $6.25 a set, and 1 SRA text, **Diagnosing Classroom Learning Environments** at $2.95 each. The director's materials at $12.00 include a guide and an audiotape. The materials are used to conduct an in-service workshop lasting 27½ hours, or a campus course with 2 additional 3-hour follow-up sessions.

EVALUATION: The materials have been used experimentally to conduct 135 workshops for 4,481 teachers and administrators through August, 1972. Those completing a workshop usually can conduct training sessions for others without any difficulty.

■ RESPONDING TO LITERATURE, R. W. Lid

DISTRIBUTOR: San Fernando Valley LEVEL: High
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: With a knowledge of what kinds of statements can be made about literature and with an understanding of how these statements are related to the concepts of literature, a teacher can meaningfully encourage students to articulate their response to a literary work and to organize these responses into an understanding of the literary text. Four black and white films deal with *Convention*. They are: "Verbal and Non-Verbal Elements in Drama," "Characterization in Drama," "Theme and Symbol in Drama," and "Assignment: Biography." There is one guide per film, and the length of each guide varies. The average is about 15—20 pages with a transcript of the film, statement of the concept, and discussion questions. This protocol unit is in the area of knowledge, not pedagogy. The materials are segments of class hours with the concepts contained within them. The behavior being focused upon is not the interaction of a teacher and pupil, but rather the literary transaction between the student and a text. These films were made as part of a USOE-funded protocol materials project. Completion time — 3 hours.

EVALUATION: No evaluation provided, but field testing being conducted.

■ RESPONSE REPERTOIRE, Dwight W. Allen, et al.

DISTRIBUTOR: General Learning LEVEL: All
COST: $245.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrate verbal and nonverbal response skills.

DESCRIPTION: These multi-media materials model behavior and techniques for teachers. Three 5-minute color films show experienced teachers working in three skill areas: *Verbal Responses, Nonverbal Responses*, and *Verbal and Nonverbal Responses*. Accompanying manuals provide skill drills, lesson evaluation sheets, film typescripts, training and micro-teaching procedures, and bibliographies. Students observe, discuss, and practice presented skills in developing a response repertoire..

EVALUATION: Self-evaluation guides; micro-teaching assessment by pupils, colleagues, and supervisor.
Part of Series: Teaching Skills for Elementary and Secondary School Teachers.

■ RESPONSE STRATEGIES, Dave Fraser

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Lists and describes 4 basic kinds of teacher responses, identifying and coding the 4 types, computing per-

centages of their use, and constructing use profiles from printed and taped sources; and (2) identifies and demonstrates desired behavioral changes in subsequent lessons taught by participant.

DESCRIPTION: Module #36 (6 pages) based on Parson's **Guided Self-Analysis** which guides participant through knowledge and comprehension objectives and gives instructions for performance objectives in which participant shows desired changes in response behavior. Completion time — 5 hours.

■ RESPONSIVE FOLLOW THROUGH PROGRAM

DISTRIBUTOR: Far West Lab. LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: To train teachers to respond to children in a manner that enhances the development of a healthy self-concept and intellect.

DESCRIPTION: The **Responsive Follow Through Program** is being developed and tested at succeeding grade levels. Currently it has reached the third grade. The program consists of a model educational approach supported by a training program. The installation of the model in classroom utilizes a trainer, training seminars, and pre-service and continuous in-service training. The program is being implemented in 15 districts throughout the United States. The outcome will be a model responsive educational program designed to serve at least 90 percent of the children from ages 5 to 9. Responsive materials, learning episodes, and competency-based training units will be a part of the program.

EVALUATION: Evaluation consists of in depth analysis of longitudinal and interactive relationships of a variety of outcomes including: self-concept and problem-solving, training programs, teacher-assistant relationships, teaching effectiveness, program advisor effectiveness, and institutionalization.

■ RESPONSIVE HEAD START PROGRAM

DISTRIBUTOR: General Learning LEVEL: E. Ch.
COST: Consult Distributor AUDIENCE: Tea., Sub-prof.

OBJECTIVES: The objective of this program is to train teachers in the development of self-image and cognitive learning based on a problem-solving approach to learning.

DESCRIPTION: This in-service teacher training program, using the Responsive Program, focuses on the preschool programs including day care, as well as Head Start and other programs for young children. The Laboratory offers 6-weeks training for a community-appointed program advisor who in turn works with approximately ten classrooms, ten teachers, and ten assistants. The program uses portable videotape for developing teacher self-evaluation. "Teacher Training Notebook," plus other training materials for teachers and assistants for in-service training, includes printed materials and audio-visuals. A training film is available describing the Laboratory training of program advisors and the in-service training by advisors with their teachers.

EVALUATION: Evaluation of participants is by portable videotape. All evaluation to date has been conducted at Head Start sites. Evaluation will continue after finished training materials are distributed nationally.

■ RETENTION THEORY FOR TEACHERS, Madeline Hunter

DISTRIBUTOR: Special Purpose LEVEL: All
COST: $150.00 AUDIENCE: Tea., Admin.
RENTAL: $45.00/3 days

DESCRIPTION: In film-lecture presentation, Madeline Hunter discusses the factors that make remembering more probable. Application of theory in daily classroom teaching provides an increase in the long-term effectiveness of learning. Recommended film use in conjunction with programmed booklet: **Retention Theory for Teachers.** 16mm/b&w/28 min.
Part of Series: **Translating Theory into Classroom Practice.**

■ RETENTION THEORY FOR TEACHERS (BOOKLET), Madeline Hunter

DISTRIBUTOR: TIP LEVEL: All
COST: $2.25 AUDIENCE: Tea.

DESCRIPTION: Programmed booklet (49 pages) presents brief, initial discussion of retention theory and expansion through questions and explained responses. Reader's understanding of theory is evaluated through question/answer sections. Retention theory is covered with interpretation emphasizing daily teaching practices. Recommended booklet use in conjunction with film "Retention Theory for Teachers."
Part of Series: **Theory into Practice.**

■ REWARDS AND REINFORCEMENTS

DISTRIBUTOR: Indiana LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $7.25

DESCRIPTION: Film presents idea that economically underprivileged children must often be provided with motives for learning. Because the value system of these children may differ from the economically satisfied child, behavior may need to be reinforced with rewards such as candy, money, clothes, or other material objects. This principle of reinforcement is based upon the operant conditioning theory and involves the application of immediate rewards to gradually shape more difficult tasks. 16mm/b&w/26 min.

■ RIGHT TO LIVE: WHO DECIDES?

DISTRIBUTOR: Learning Corp. of America LEVEL: Col.
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of the morality of making life and death decisions about others.

DESCRIPTION: This film, edited from the motion picture, "Abandon Ship," presents issues and concerns surrounding the dimensions of leadership: survival of the fittest, the criteria dividing the weak from the strong, and the test to which extreme dangers puts the ethical values of men. The story tells of a group of people adrift in a lifeboat. Some of the people must be put overboard in order to save the group. While others in the lifeboat resist, the captain assumes the responsibility of choosing who will stay aboard and who will die. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 to 17 min.
Part of Series: **Searching for Values: A Film Anthology**

■ ROLE AND FUNCTIONS OF THE SCHOOL IN DYNAMICS OF THE COMMUNITY, Roger Pankratz

DISTRIBUTOR: Kansas State T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the student determine the role and function of the school with regard to location within the community, political influences, values, socialization opportunities, and major social events.

DESCRIPTION: The module (2 pages), SCF-012.00 (KSTC), includes: (1) independent study opportunities, (2) field trips and direct observation, (3) small group discussions, and (4) student-designed options.

EVALUATION: Assessment procedures consist of a paper-and-pencil test.

■ ROLE OF TEACHER AIDES, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.70 AUDIENCE: All

OBJECTIVES: After becoming familiar with the Florida Stat-

utes and the Florida DOE regulations concerning teacher aides in the schools, the teacher will be able to identify the roles appropriate to teacher aides and the respective obligations of aides, teachers, and administrators.

DESCRIPTION: The module (26 pages) requires the teacher trainee to read descriptive articles outlining the roles of teacher aides in various circumstances. With this knowledge the teacher trainee then makes decisions regarding the responsibilities of teacher aides in given instructional situations. All instructional materials are included in the module.

EVALUATION: The pre-assessment is mainly a combination of true-false and matching items. In addition there are two short answer construction items. The pre-assessment has an answer key associated with it. The post-assessment is the same as the pre-assessment. Performance criteria are given.

■ ROLES OF THE PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL IN TEAM TEACHING, L. Jean York

DISTRIBUTOR: Leslie LEVEL: Elem.
COST: $2.80 AUDIENCE: Tea.

OBJECTIVES: Learner will demonstrate understanding of the: (1) basic factors of effective team interaction; (2) roles and responsibilities of the paraprofessional, team leader, teacher, and the curriculum specialist in team teaching; (3) structure of relationships within a teaching team; (4) ways team teaching can facilitate diagnostic teaching; and (5) purposes, advantages and disadvantages of a differentiated teaching staff.

DESCRIPTION: This self-paced module (56 pages) pertains to personnel roles in team teaching. The study guide tests previous knowledge and provides key to responses which routes the user to other areas in the module. The study section provides 4 articles on the subject (each followed by questions to test understanding) and a guide to viewing the film "Differentiated Teaching Staff" (16mm/color/28 min. — not included). Additional equipment required is film and a projector.

EVALUATION: Pre-assessment and post-assessments are both in the form of written tests. The pre-assessment key provides the user with a plan for selecting which sections of the module to complete. The post-assessment key provides references to various sections of the module in the case of incorrect answers. This module has been extensively field tested.

Part 2 of Series: Individualized Multi-Media Approach to Study of Team Teaching.

■ ROLE OF THE TEACHER IN INFORMAL COUNSELING, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.70 AUDIENCE: Tea.

OBJECTIVES: The teacher trainee will demonstrate an understanding of the guidance role of the classroom teacher by improving the learning climate in his classroom for all of the students in an ongoing program of problem-solving.

DESCRIPTION: This module (53 pages) is composed of instructional materials and associated teacher trainee application activities. Some predominant instructional materials are referenced but not included in the module. Activities involve self-administered questionnaires, student involvement techniques, evaluation of classrooms, and conferences with students.

EVALUATION: The pre-assessment is composed of 5 questions requiring the teacher trainee to list various aspects of guidance. There is an associated answer key in the module. The post-assessment involves 5 questions that require a subjective, teacher trainee, yes-or-no answer relative to the objectives.

■ ROLE-PLAYING, Marilyn Werner

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines role-playing, identifying its purposes and distinguishing it from sociodrama; (2) lists the steps for conducting a role-play, telling its precautions and distinguishing between judgmental and non-judgmental statements; and (3) applies knowledge by conducting role-plays in classroom.

DESCRIPTION: Module #37 (37 pages) has brief narratives and exercises for the definition and identification of role-playing and its uses. Optional reading assignments are listed in bibliography with reading by Shaftel supplied in Appendix. Instructions for using role-play in classroom are given. Checklist for evaluation is in Appendix. Examples of role-playing dialogue by Solt and Shaftel are also in the Appendix. Completion time — 7 hours.

EVALUATION: Self-evaluated, written pre-assessment and partially self-evaluated post-assessment are included. Checklist for measuring performance is used.

■ ROLE-PLAYING IN THE CLASSROOM

DISTRIBUTOR: Far West Lab LEVEL: Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To provide the teacher with the skills of role-playing and to provide some long-range planning steps for the effective use of role-playing as a regular part of the classroom schedule.

DESCRIPTION: Minicourse #10 is self-instructional, and the teacher uses her own class to practice the skills. Consideration has been given to ensuring a valuable learning experience for all of the students in the class during the course. The course begins with basic role-playing exercises and gradually increases in difficulty until the teacher is using role-playing to help alleviate some of the actual problems in her classroom.

EVALUATION: This course has gone through the preliminary and main field tests. Teacher and pupil performance data from main field test are being analyzed at this time.

■ ROOM TO LEARN

DISTRIBUTOR: EFL LEVEL: E.Ch.
COST: Consult Distributor AUDIENCE: Tea., Adm.

DESCRIPTION: The Early Learning Center in Stanford, Connecticut is the setting for the film which describes an imaginative approach for early childhood education. The center's design is partially based on the Montessori philosophy, but the openness and warmth of the plan should be suitable for other concepts and approaches to early childhood education in schools and pre-schools throughout the country. 16mm/color/22 min.

■ RUPS: RESEARCH UTILIZING PROBLEM-SOLVING, Charles Jung, et al.

DISTRIBUTOR: Copy-Print LEVEL: All
COST: $14.50 AUDIENCE: Tea., Adm.

OBJECTIVES: To prepare educators to use techniques for defining, analyzing, and solving problems.

DESCRIPTION: RUPS consists of a series of directed group activities with supplemental printed and audio materials. Specific activities include group discussion, reading, self-assessment on check-sheets, listening to a tape, and simulation exercises. Areas of developed competence include: (1) assessing and evaluating student behavior; (2) collaborating with others in planning; (3) utilizing problem-solving; (4) communicating; (5) evaluating self; (6) solving problems; and (7) interacting with others. Materials include a 291-page leader's manual, participant materials, Diagnosing Classroom Learning Environments, and tape recordings. Completion time — 36 hours.

EVALUATION: Included in the materials are paper-pencil self-evaluations on each of the subsets.

■ Rx FOR LEARNING

DISTRIBUTOR: R&D-Pittsburgh
COST: $155.00
LEVEL: Elem.
AUDIENCE: All

DISTRIBUTOR: Individually Prescribed Instruction (IPI), its philosophy and actual operation within a school setting, is graphically portrayed. To provide for the vast differences among students, each pupil is prescribed individual materials with a carefully sequenced set of behaviorally defined objectives through which he progresses at his own rate. The film illustrates the learning continuum, its constant evaluation and changes where necessary, and how this continuum is applied to children of the same age group, but of different achievement levels. 16mm/color/29 min.

S S

■ SANTA MONICA PROJECT

DISTRIBUTOR: AIMS
COST: $290.00
RENTAL: $35.00/1-3 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film outlines the educational procedures used in public school classes for emotionally disturbed children, ages 6—15. It describes the hierarchy of educational goals and the means of promoting attention and response. Emphasis is placed on establishing routine, understanding the environment, mastering academic skills, and utilizing commercially available materials. 16mm/color/28 min.

■ SCIENCE ACTIVITIES FOR ELEMENTARY CHILDREN

DISTRIBUTOR: AIMS
COST: w/rec $40.00, w/cas $48.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This series consists of three color-sound filmstrips: a strip on plants and animals concerned with primary-level activities; a strip on magnetism, electricity, and machines concerned with middle-grade activities; and a strip on air, space, and weather concerned with upper grade activities. The series shows typical science activities that allow student participation. The filmstrips may also be used as motivational material in the classroom. Manuals accompany the filmstrip series.

■ SCIENCE EDUCATION LEARNING TASKS

DISTRIBUTOR: NUSTEP
COST: $4.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) develop a model of inquiry strategies in the teaching of science by preparing a lesson plan and conducting an inquiry class session utilizing problem-oriented strategy with a minimum of 50% of talk by students; (2) study available materials, identify at least 5 acceptable criteria for selecting content, and identify resources available to the teacher; (3) study curriculum projects and suggest sequence of courses for grades 7-12, projects to fit these course suggestions, and strategies and emphasis for one of the projects; (4) demonstrate ability to do long-range planning; (5) identify potential safety hazards in the science lab by preparing safety checklist; and (6) identify trends in evaluation of science facilities and set up specifications consistent with NUSTEP model of instruction.

DESCRIPTION: Materials include 6 science education modules (136 pages) and 8 generic modules (38 pages) which are optional. Science modules concern: (1) teaching science by inquiry, (2) selecting content and materials, (3) curriculum development projects, (4) systematic planning, (5) safety in the science classroom, and (6) accountability. Format includes definition of problem area, lists of objectives and prerequisites (if any), and learning activities. Learning activities include: (1) readings — most contained in the module; (2) classroom practice — independent study, lab work, discussion groups, seminars, and viewing media; (3) practice in field situations — observation, talking to teachers, and conducting instruction; and (4) evaluation of student performance. Optional generic modules include: (1) classroom control, (2) concept learning, (3) problem-solving instruction, (4) skill in small groups, (5) interaction analysis and its use, and (6) analyzing inquiry behaviors in the classroom.

EVALUATION: No pre-tests. Post-tests include written examinations, conferences with instructor, and completion of required performances.

■ SCIENCE FAIR, Murl Salisbury and Virgil Nutt

DISTRIBUTOR: IFB
COST: $165.00
RENTAL: $9.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Describes organization of science fair with examples of some types of projects created by students.

DESCRIPTION: Film depicts projects initiated by students, the difficulties they encounter, and the papers and displays they develop. Organizational details encountered by sponsors, chairmen, and assistants are indicated. 16mm/color/14 min.

■ SCIENCE PROJECT, Murl Salisbury and Virgil Nutt

DISTRIBUTOR: IFB
COST: $165.00
RENTAL: $9.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate how to motivate students in scientific investigation by the project method.

DESCRIPTION: Film records a student preparing his first science project — searching for an idea, gathering data, planning and building his project for a science fair. Film gives a model for motivation. 16mm/color/14 min.

■ SCIENCE TEACHERS RESOURCE BOOK, VOLUME S, David Butts and Shirley Hord

DISTRIBUTOR: R&D-Tex
COST: $3.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: To familiarize the teacher with science concepts taught in the elementary school and to develop understanding of each. Twenty-three behavioral objectives are stated.

DESCRIPTION: This self-paced module (185 pages) presents the user with 23 short units, each involving a single science concept. Each includes a pre-assessment task focus which, if answered successfully, allows the user to pass the instructional activity. If the answer is unacceptable, task activities are provided to produce understanding of the concept. A competency appraisal then tests this understanding, and successful completion allows the learner to continue to the next unit. A list of materials required is included in the appendix. Completion time — 3 hours.

EVALUATION: Pre-assessment and post-assessment are provided for each task in written form. No criteria levels are stated. Part of Series: Teaching of Science-Mathematics as an Inter-Disciplinary Subject.

■ SCIENCE TEACHING, Willard Jacobson

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Three videotapes (30 min. each) provide background material to help students better understand themselves and the universe in which they live. Presentations include: (1) "Methods" — explores various methods of teaching science, the controlled experiment, hypotheses, and generalizations; (2) "Approaches" — examines other teaching approaches including cooperative investigation, laboratory experimentation, demonstrations, research projects or investigations, field experiences, and the case history approach; and (3) "Case History" — using a lecture-demonstration technique, Jacobson studies the relationship between magnetism and electricity.

■ SCIENTIFIC METHOD IN ACTION, Samuel Vernon, et al.

DISTRIBUTOR: IFB LEVEL: All
COST: $225.00 AUDIENCE: Tea.
RENTAL: $12.00

OBJECTIVES: Define the six steps of the scientific method and its application to everyday life.

DESCRIPTION: Film defines the six steps of the scientific method — observing the problem, collecting information, forming a hypothesis, experimenting, drawing a conclusion, and checking the conclusion. It shows how this method has been used historically by examining the work of Galileo with gravity and Salk with polio vaccine. Included is the application of the steps of the scientific method to practical everyday life. 16mm/color/19 min.

■ SCHOOL ADMINISTRATION: FOR FACULTY AND COMMUNITY UNDERSTANDING

DISTRIBUTOR: Scott LEVEL: All
COST: $45.00/ comp. set or $8.00/each filmstrip; $6.00/each record AUDIENCE: All, Par., PTA

OBJECTIVES: To identify responsibilities and problems of school superintendent, principal, instructional supervisor, and school board member.

DESCRIPTION: This filmstrip set provides explanation and discussion of the responsibilities and problems of school administrative personnel. Viewers may develop an understanding of the complexities of school administration. Set includes the following 4 filmstrips and accompanying 4 records: (1) "The Superintendent of Schools" (46 frames); (2) "The School Principal" (45 frames); (3) "The Instructional Supervisor" (39 frames); and (4) "The Board of Education" (44 frames).

■ SCHOOL BEGINNINGS: THE FIRST DAY

DISTRIBUTOR: Bank Street Films LEVEL: E.Ch.
COST: $12.00 AUDIENCE: Tea.

DESCRIPTION: The mechanics behind the first day of a successful preschool program are focused upon: division of the group of children into smaller groups, attendance for a short time, and introduction of the program in an abbreviated form. The teacher approaches each child in an individual manner, but with the same goal of forming a relationship of trust between the child, his family, and herself. The teacher will try to create a situation in which the family will feel good about leaving the child at school, and the child will feel safe to begin learning there. Filmstrip/record/color/18 min.

■ SCHOOL BEGINNINGS: THE FIRST WEEKS

DISTRIBUTOR: Bank Street Films LEVEL: E.Ch.
COST: $12.00 AUDIENCE: Tea.

DESCRIPTION: A discussion of a successful program for the first weeks of preschool which includes the scheduling, materials used, and transitions from one activity to another. The teacher explores in depth her own goals and purposes and how she works to help the children learn about each other, their teachers, and school materials. Filmstrip/record/color/24 min.

■ SCHOOL HEALTH PROBLEMS

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Display comprehension of: (a) health problems of concern to teachers, (b) ways of dealing with health problems, and (c) techniques for observing children's health problems; and (2) apply knowledge of what a teacher can do about health problems.

DESCRIPTION: The purpose of this WILKIT #14 (24 pages) is to increase awareness of health problems that will be found among pupils. Learning experiences include reading materials on health problems that can be observed at school and viewing two films on observing health problems. Utilized, but not included in the WILKIT, are readings by Smolensky and two films — "Looking at Children" and "If These Were Your Children" (two parts: Part I, 28 min.; Part II, 21 min.). Included in the WILKIT are a monograph, "Every Teacher is a Health Teacher" (6 pages), thought questions for films, a self-test, and a paper on "Teacher Leadership in Developing Mental Health Values" (6 pages). Completion time — 8 hours.

EVALUATION: A pre-assessment can be taken but is not included. Proficiency assessment is a written examination.

■ SCHOOL ORGANIZATION CLUSTER

DISTRIBUTOR: SMSC LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea., Adm.

OBJECTIVES: The learner will (1) define and give examples of vertical and horizontal patterns of school organization; (2) identify strengths, weaknesses, and rationale for different patterns of school organization (self-contained, non-graded, etc.); (3) describe the organization of functions of the Multi-Unit Elementary School; (4) learn how to work as member of a team that plans an instructional program; and (5) demonstrate that he can develop a diagnostic-prescriptive (IGE) program.

DESCRIPTION: This cluster (28 pages) is made up of 12 compacs, largely knowledge-based, with some application involved. Learning activities include: reading text and articles dealing with school organization, responding to questions, writing essays related to reading, observing in schools, and viewing films and filmstrips on team teaching and non-graded schools. Students plan in a team for instruction and are expected to develop a unit of instruction for a group of 150 pupils in an IGE format. The compacs do not include any materials but list those that are required. Compacs included are: *Classroom Organization in the Elementary School; Traditional Organization: Grouping Practices; A Rationale for the Nongraded School; Team Teaching; Multiage Multigrade Plan; Differentiated Staffing; Continuous Progress Education; British Primary School; Team Teaching in a Multi-Unit Elementary School; The Multi-Unit Elementary School — An Overview; The IGE Learning Program (Individually Guided Education);* and *Managing IGE.*

EVALUATION: Some of the compacs have pre-tests which allow the student to test out of them. Post-tests, demonstration and discussion of work with instructors comprise evaluation procedures.

■ SCHOOL WITHOUT FAILURE, William Glasser

DISTRIBUTOR: Media Five LEVEL: Elem.
COST: $600.00 AUDIENCE: All

DESCRIPTION: This film depicts William Glasser's no-fail concepts at work in a public elementary school. At this school, everyone is involved — students, teachers, parents, administrators — all discovering the joy of learning through class meetings, student-teacher-parent conferences, cross-age tutor-

ing, enrichment programs, team teaching, and student involvement in curriculum planning. Included with the film is a sheet for discussion leaders and a complete study guide. 16mm/color/46 min.

■ SCORING AND GRADING

DISTRIBUTOR: UTEP LEVEL: Elem.
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Student answers questions relative to scoring and when given a set of scores, grades them using grouping, mean, and mean-deviation or standard deviation methods.

DESCRIPTION: In module I:B-7 (46 pages), student has choice of reading from texts by Green and Wood, creating own alternative, or completing supplied programmed narrative. Readings utilized but not provided. Narrative (40 pages) considers general characteristics of scoring such as correcting for guessing, ways of controlling guessing, raw scores, norm-referenced tests, curving and preparation of answer sheets, process-product testing, and grading. Practice exercises are included. Completion time — 10 hours.

EVALUATION: Written pre-test or post-test not provided in module.

■ SEE-TOUCH-FEEL

DISTRIBUTOR: ACI LEVEL: High
COST: $350.00 AUDIENCE: Tea.

DESCRIPTION: Artists-in-residence at high schools in Pennsylvania, Minnesota, and Colorado demonstrate and discuss their methods of teaching young people. High school students have the opportunity to work with artists of stature. Mac Fisher, a watercolorist, teaches in Philadelphia; Charles Huntington, a Chippewa Indian who creates metal sculpture, leads a class in St. Paul; and Don Coel is seen with students in Evergreen, Colorado, painting and drawing outdoors. The interaction-reaction of the artists with the young people provides many insights into the creative process. 16mm/color/30 min.

SELECTING AN INSTRUCTIONAL MODE, Elizabeth A. Collins

DISTRIBUTOR: Panhandle LEVEL: Elem., Mid.
COST: $2.60 AUDIENCE: Tea.

OBJECTIVES: (1) Given an instructional objective(s), trainee will be able to plan learning activities involving small-group modes; (2) given an instructional objective(s), trainee will be able to plan learning activities involving large-group modes; (3) given an instructional objective(s), trainee will be able to plan learning activities involving independent modes of instruction; (4) given learning experiences involving these modes, trainee will be able to analyze in writing the relation of media to modes in planning individualized learning experiences; and (5) trainee will develop a set of multi-media learning activities which utilize these three modes of instruction.

DESCRIPTION: In this B-2 module II-3 (82 pages), trainee reviews reading materials and plans activities in small group modes, large group modes, and independent modes. Trainee completes learning activities which accompany reading materials. Other activities include examining, interpreting, and evaluating module, **Teaching the Theory of Attitude Using Inductive Approach**. Trainee develops a set of multi-media learning activities including objectives, pre- and post-test, and activities. Study sheets, assessment instruments, answer keys, and other materials are included in this module. Filmstrip, "Selecting An Instructional Mode" ($1.50), is included in price of module. Article, **Learning in a Small Group**, assorted materials (tapes, records, dittos, paper, etc.), slide projector, and overhead projector are to be obtained. Completion time — 10 hours.

EVALUATION: Pre-assessment consists of 8 performance problems with answer key provided in this module. Objective 5 is the post-assessment instrument which is to be evaluated by resource person. Pre-test and post-tests are included for specific objectives.

■ SELECTING AND USING APPROPRIATE OBJECTIVES

DISTRIBUTOR: UTEP LEVEL: Elem., Mid.
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrates skill in developing objectives by finalizing a set of objectives.

DESCRIPTION: In module I:C-4 (6 pages), student has choice of reading **New Approaches to Behavioral Objectives** by Burns, viewing a slide-tape, or attending a lecture. Supplementary readings are referenced but not required. Completion time — 15 hours.

EVALUATION: Pre-test requires student to develop objectives for four varied situations and to list other uses of objectives. Evaluation criteria for instructor are not included. In post-test, student has choice of rewriting objectives written for earlier module or writing objectives for middle school subject of his choice. Evaluation by instructor with no criteria supplied.

■ SELECTING APPROPRIATE EDUCATIONAL OBJECTIVES, W. James Popham

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #2 provides several tools with which to select objectives. Demonstrating that mere specificity of instructional goals does not insure worthwhile goals, the program develops the viewer's skills in using modified versions of the **Taxonomies of Educational Objectives**. Instructor's manual is included. Completion time — 30 min.

■ SELECTING APPROPRIATE INSTRUCTIONAL MATERIALS, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea., Super. Sub-prof.

OBJECTIVES: Student will become acquainted with basic instructional materials used in reading programs and will develop skills in determining appropriateness of materials by estimating readability and surveying interests.

DESCRIPTION: The module (20 pages) is designed for general elementary, but it emphasizes finding appropriate materials for the poor reader. Learning activities include: reading "Materials Available in the Reading Program" — San Diego City Schools (enclosed); responding to various tasks involving choosing materials; conducting an interest inventory with a child; doing readability checks on material that could be prescribed, reading selections from **Harper Row Basic Reading Program, Sounds of Language, Spache's Good Reading for Poor Readers,** and **Fry's A Readability Formula That Saves Time** (enclosed); viewing locally produced videotapes of reading materials; visiting an instructional center; and completing worksheets.

EVALUATION: Pre-test and post-test are the same — a worksheet that is included in the materials.

■ SELECTING COMMERCIAL MATERIALS, Elizabeth A. Collins

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.50 AUDIENCE: Tea.

OBJECTIVES: (1) Given information about a specific teacher need, trainee can locate 5 catalogues describing instructional materials that will assist teacher in meeting this need; (2) given information about a specified learning need, trainee can choose

2 commercial materials that will provide the learning experience; and (3) given information about a specific educational need and a specified amount of money, trainee can choose effective commercial materials that meet the need and do not cost more than the allocated amount.

DESCRIPTION: This B-2 module II-5 (29 pages) aids teachers in selecting instructional materials that enhance learning and facilitate the individualization of instruction. To meet the first objective, the trainee interviews school personnel to find out when catalogues are received, if there is a central file of catalogues, what the procedure is for requesting catalogues, and where the best resource for supplying this information is. Trainee then locates catalogues and surveys materials. For the second objective, trainee meets in a small group to discuss one of four questions. Trainee makes a list of conclusions and shares results in a seminar. Trainee completes 3 problems and corresponding worksheets. To meet the third objective, trainee participates in a seminar. Following the seminar, he works with two other members as a team on 3 educational problems. Checklists, worksheets, answer keys for specific objectives, and samples of commercial materials are provided in this module. There are no materials other than this booklet required for this module, but similar catalogues may be utilized to facilitate procedures. Completion time — 7 hours.

EVALUATION: Pre- and post-assessment are the same and require the trainee to solve a problem using 4 basic steps. Resource person evaluates the results using criteria contained in this module. Module contains specific pre- and post-tests on each objective.

■ SELECTING LEARNING STRATEGIES, Dave Fraser

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Defines learning strategy, (2) gives 5 examples, (3) locates in printed context 3 of 5 strategies, and (4) plans and teaches lesson involving a minimum of 2 approaches for achievement of a cognitive objective and an affective objective.

DESCRIPTION: Module #39 (6 pages) includes a reading from Taba on modes of learning, a bibliography from which to draw information describing strategies, and instructions for planning and teaching various strategies to class. Completion time — 10 hours.

■ SELF-CONCEPT

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: All, Parents

OBJECTIVES: (1) Demonstrate comprehension of history, characteristics, measurement, growth, and educational implication of self-concept; (2) demonstrate ability to apply appropriate teacher-student communications; (3) demonstrate ability to analyze cause-and-effect relationships which influence development of self-concept. Optional Objectives: (a) positive valuing of opportunity for further self-evaluation, and (b) positive valuing of opportunity for further self-evaluation.

DESCRIPTION: WILKIT #12 (56 pages) has 4 phases. In the first, *Information Related to History*, characteristics and measurement of self-concept is provided through recommended Ginott and Purkey readings, accompanying study guides, and student requested seminars with advisors. The second phase, *Growth and Development of Self*, is provided for through a self-concept inventory, a test on human relations, and provisions for seminar arrangements or peer assessment and discussions. The third, *School and Teacher Influences upon Growth of Self-Concept*, is presented through the Memorable School Experience enclosure and a Teacher Behavior Inventory. The fourth phase is directed toward interaction patterns between teacher and student (parent and child). An enclosure provides an opportunity for students to respond to concepts presented by Ginott. Module utilizes but does not include readings from Ginott and Purky. Includes materials **How to Achieve Parent Power** by Ginott; **Questions and Concerns About Self-Concept**; study guide for self-concept and school achievement; Self-Concept Inventory; test on human relations; Memorable School Experiences; Teacher's Behavior Inventory; Appropriate Communication with Students; and self-test. Completion time — 20 hours.

EVALUATION: Pre-assessment employs a self-test, while final assessment includes an objective self-test and consultation with advisor.

■ SELF-DIRECTED GROUP WORK, Edmund J. Amidon

DISTRIBUTOR: APT
COST: Consult Distributor
LEVEL: All
AUDIENCE: All

OBJECTIVES: Discusses advantages offered by self-directed student work groups, how such groups are developed, and fears many teachers have of allowing the development of such groups in their classrooms.

DESCRIPTION: Tape (28 min.) is presentation by Amidon discussing advantages of self-directed group work in the classroom. Included are the advantages of strategy, the barriers to the development of self-directed work groups, steps to be taken by teachers in developing self-directed work groups, and answers to commonly-asked questions on subject. Suggestions for utilization of the tape are given in accompanying tract. Completion time — 1 hour.

■ SELF-DIRECTED INSTRUCTIONAL PROGRAM TO NUMERATION, Jon M. Englehardt, E. Glenadine Gibb

DISTRIBUTOR: R&D—Tex.
COST: $1.25
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The user will be able to: (1) demonstrate an understanding of numeration systems by (a) listing the characteristics of a numeration system, (b) constructing sets of symbols for different bases, (c) ordering the members of a set of objects according to different bases, (d) stating the meaning of each digit in a numeral, (e) writing a numeral as a sum so as to suggest the meaning of each digit in the numeral (expanded notation), and (f) labeling numerals in a systematic way; (2) given a set of learning objectives in mathematics, identify those objectives which develop insight into a numeration system; (3) given several objectives for developing concepts of numeration systems, identify learning activities for attaining those objectives; (4) judge the appropriateness of learning activities by identifying the objective each activity seems to be teaching; and (5) name or describe kinds of materials appropriate for developing understanding of numeration systems.

DESCRIPTION: This self-paced module (73 pages) first provides self-diagnostic activities which enable the user to determine which sections to undertake. The student then works individually through sections concerned with characteristics of numeration systems, instructional objectives, materials, and activities. Activities are written with opportunities for discussion with the instructor and/or peers interspersed. A post-assessment is a written test. No additional equipment is necessary. An instructor's guide is under development and not available at this time. Completion time — 2 to 3 hours.

EVALUATION: The module contains a pre-assessment and post-assessment by means of written tests. The module has been through one developmental field test with subsequent revisions.

Part of series: **The Teaching of Mathematics.**

■ SENSE OF PURPOSE

DISTRIBUTOR: Learning Corp. of America
COST: $250.00
RENTAL: $25.00
LEVEL: Col., Adult
AUDIENCE: Tea.

OBJECTIVES: To stimulate discussion of establishing goals and achieving personal fulfillment.

DESCRIPTION: This film, from the motion picture "Drive, He Said," presents the theme of establishing goals and achieving personal fulfillment. The story is about a college basketball superstar who attempts to find purpose and meaning beyond his athletic role. The process of rejecting other people's plans for one's life, a lifestyle as a reflection of many things, a sense of self, and the need for approval are some of the considerations presented through the film. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information are included in a teacher's manual. 16mm/color/15 min.
Part of Series: **Searching for Values: A Film Anthology**

■ SETTING THE STAGE FOR LEARNING

DISTRIBUTOR: Churchill LEVEL: E.Ch.
COST: $130.00 AUDIENCE: Tea.

DESCRIPTION: This film emphasizes the role of the teacher in creating an environment in which children can make good use of play. It deals with specific types of learning which can grow out of a play enviornment, types of activities through which the teacher enhances her role in guiding learning, and practical ideas for selecting and arranging materials which challenge children. The film shows young children at play in a series of familiar nursery school activities demonstrating purposeful involvement of children. 16mm/b&w/22 min.

■ SETTING UP A ROOM — CREATING AN ENVIRONMENT FOR LEARNING

DISTRIBUTOR: Campus Film LEVEL: E.Ch.
COST: $185.00/color; $135.00/b&w AUDIENCE: Tea.
RENTAL: $20.00

DESCRIPTION: This film shows an early childhood teacher and assistant in the process of planning the room, establishing the basic work and play areas, and arranging supplemental materials at the beginning of a school year. The planning process centers on creating a functional and flexible room environment for the students. 16mm/color - b&w/27 min.
Part I of Series: **Early Childhood Teacher Training Films**

■ SETTING UP THE CURRENT BALANCE

DISTRIBUTOR: Holt, R,W LEVEL: High
COST: $79.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrate and discuss current balance utilizing Project Physics materials.

DESCRIPTION: Two teachers exhibit and discuss a rudimentary current balance made from aluminum foil and thin tubing, assemble and wire the circuits of the more advanced apparatus with which students can make quantitative measurements, and discuss the adjustments and manipulations that students must make when using the balance. 16mm/b&w/18 min.

■ SEVENTEENTH AND EIGHTEENTH CENTURIES, R. Freeman Butts, William F. Russell

DISTRIBUTOR: Coronet LEVEL: All
COST: $97.50/b&w; $195.00/color AUDIENCE: All

DESCRIPTION: This film gives an overview of the beginnings of American education. The early New England school laws, Northwest Ordinance, dame schools, Latin grammar schools, church school, pauper schools, and colonial colleges are discussed and described. 16mm/b&w or color/16 min.
Part of Series: **Education in America**

■ SHAPING EDUCATION FOR THE SEVENTIES, Fred Wilhelms and Walter Beggs

DISTRIBUTOR: NETCHE LEVEL: All
COST: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) looks at America in the 70's faced with survival issues such as environmental deterioration, disillusionment of the young, urban decay, and ethnic hatred. Wilhelms discusses the challenges that face American education and offers suggestions on how the educational institutions might better prepare students to face these crises of the 70's.

■ SIGN ON, SIGN OFF

DISTRIBUTOR: Penn State LEVEL: High, College, Adult
COST: $150.00 AUDIENCE: Tea., Adm.
RENTAL: $4.10

DESCRIPTION: In this film, computer-assisted instruction is presented and discussed. Film begins with a brief educational history, traces trends and innovations, and culminates in a typical college, small group, tutoring session. The same educational situation, the tutorial session, is then presented in a one-to-one relationship — one computer to one student. Factors of effectiveness, completeness, personalized instruction, and others are discussed in relationship to CAI. Finally, current problems, research, and investigation in the field is presented through various area consultants at Pennsylvania State University. 16mm/color/24 min.

■ SIMULATED FIELD TRIP, Robert Rice

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant defines simulated field trip; lists steps for organizing activity; organizes simulated field trip; and administers it to at least one student.

DESCRIPTION: Module 42 (11 pages) has prerequisites of writing behavioral objectives, adjusting objectives, operating audio-visual equipment, preparing instructional materials commonly prepared by teachers, and having competence in subject matter specialty. Module contains activities for each of 4 tasks related to each of 4 objectives. Task one has activity based on reading from Harrell on use of simulated field trips. Task two has student developing objectives and materials for trip. Task three deals with activity to organize field trip, and task four includes instruction and checklist-evaluation for conducting simulated field trip. Bibliography is included. Completion time — 5 hours.

EVALUATION: Pre-test and post-test are self-evaluated, written examinations.

■ SIMULATION AND GAMING, Paul Twelker and Kent Layden

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Three videotapes (30 min. each) are designed to explore the role of simulation and gaming in the classroom. They utilize the multi-media approach. Part one provides examples of non-simulation games and a small group simulation game; part two demonstrates examples of simulation exercises; and part three illustrates the concept of planning exercises.

■ SIMULATION GAMES AND ROLE-PLAYING, Earl G. Bagley and David Pierfy

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can write, in his own words, definitions for the concepts game, simulation, and simulation

game; (2) given criteria to use in selecting a simulation game for classroom use, trainee can critique a simulation game; and (3) given a set of scrambled steps employed in the strategy of role-playing, the trainee can reorder the steps to illustrate the correct sequence to be followed in employing this strategy in the classroom.

DESCRIPTION: In Module #6 (35 pages), the trainee studies written materials which define the basic concepts, gives examples of particular simulation games and role-plays, and describes criteria for selection and use. The trainee completes 3 simple activities geared specifically to the 3 objectives of the module. Included in the module are all necessary reading materials (with references to books and articles the authors used in writing this module) and an Evaluation Form for Self-Instructional Modules for the trainee to use in assessing the worth of this module.

EVALUATION: No pre-test included. Post-test requires the trainee to incorporate role-playing techniques in the lesson developed for Georgia Module #5 (Values and the Valuing Process.) An instructor evaluates the lesson plan according to criteria described in this module and his own subjective judgment.

Part of Series: Social Studies for the Elementary School

■ SIMULATION FAMES FOR TEACHERS — ELEMENTARY SCHOOL

DISTRIBUTOR: ADL-BB LEVEL: Elem., Mid.
COST: $255.50 AUDIENCE: Tea., Adm.
RENTAL: $140.50 (Preview: $15.00, applies to cost)

DESCRIPTION: This film, taken in Valley Brook Elementary School, presents a series of situations and problems for the viewer to consider and resolve. This particular series is concerned with racial problems stemming from difficulties in the classroom and parent reaction to black-white student interaction. This film is designed for the viewer to stop after each incident and discuss the particular problem. Eight incidents are presented: "The Sleeping Child," "An Isolated Child," "An Oral Reading Test," "A Plea for Help," "The Curriculum is Questioned," "A Problem for the Faculty," "A Frank Discussion in the Teacher's Lounge," and "An Unexpected Encounter." Accompanying booklets, entitled **Solving Multi-Ethnic Problems: A Simulation for Elementary and High School Teachers**, include participant's handbook and workbook, and guidelines for discussion leaders. These materials provide brief film synopsis, group role playing suggestions, discussion questions, student case histories, and school formats and guidelines. 16mm/color/8 min.

■ SIMULATION GAMES FOR TEACHERS — HIGH SCHOOL

DISTRIBUTOR: ADL-BB LEVEL: High
COST: $318.50 AUDIENCE: Tea., Adm.
RENTAL: $203.00 (Preview $15.00 applies to cost)

DESCRIPTION: This film is concerned with racial problems spanning parent and student involvement to classroom management. The film, taken in Lakemont High School, is designed for the viewer to stop after each incident and discuss the particular problem. Incidents included in the film: "A Spirit Problem," a pep club discusses lack of involvement of black students; "We Were There," white teacher confronts problem of American history, its deletions, distortions, omissions, and racist assumptions; "Order in the Classroom," black teacher loses control of her class; "A Matter of Dress," student returns to school wearing a natural, sunglasses, and a daishki; and "A Parent Conference," father of a black student complains about behavior of white student in relationship with his daughter. Accompanying booklets, entitled **Solving Multi-Ethnic Problems: A Simulation for Elementary and High School Teachers**, include participant's handbook and workbook, and discussion leader's guidelines. These materials provide brief film synopsis, group role-playing suggestions, discussion questions, student case histories, and school formats and guidelines. 16mm/color/18 min.

■ SIMULATIONS AND GAMES IN THE SOCIAL STUDIES, John E. Bishop

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) To become familiar with various simulations and games useful in the teaching of the social studies; (2) to be able to evaluate their effectiveness; and (3) to be able to design effective simulations and games.

DESCRIPTION: The module (3 pages), SSE-004.00 (HOU), provides several learning alternatives: (1) a seminar, (2) the playing of one or more simulations or games, (3) small group activities, (4) independent study activities, and (5) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures have two parts: (1) a pencil-and-paper test and (2) the construction and field testing of a social studies simulation device or game.

■ SIMULATIONS TEACH, Ted Ward

DISTRIBUTOR: MSU-Spec.Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To provide teachers with a learning experience in which their skills of analyzing task sequence can be sharpened and to provide them with a model exercise that can be readily adapted as a learning experience for children.

DESCRIPTION: This sequencing game is a group exercise simulating the processes of analyzing a task in order to execute and accomplish that task successfully. This self-contained teacher training kit includes all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction.

Part 7 of Series: Teacher Training Kit

■ SIT DOWN AND SHUT UP

DISTRIBUTOR: Films Inc. LEVEL: All
COST: $130.00 AUDIENCE: Tea., Adm.
RENTAL: $15.00

DESCRIPTION: This film, made by 4 teachers in their inner-city school, deals with the problem of overcrowded classrooms. The film depicts how this condition leads to: the violation of the premise of individual differences, the perception of the teacher as an authoritarian disciplinarian, and the disintegration of democratic processes within the classroom. It also shows the product of such situations — children hostile toward and disillusioned with society. 16mm/color/9 min.

■ SKILLS AND TEACHING TECHNIQUES OF CAMERAS

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea., Lib.

OBJECTIVES: (1) States value of camera, its usage in the classroom, and criteria for selection of various types; (2) defines basic terminology; (3) prepares print story and short film; and (4) defends his presentations to instructors and peers.

DESCRIPTION: In module I:E-6 (14 pages), the student reads from photography and A-V texts and works with the five types of cameras suggested for use in the classroom. Readings are utilized but not provided. Types of cameras required, in addition to auxiliary equipment and lab assistance, are 35mm single reflex, double lens, box, polaroid, and 8mm. Completion time — 15-20 hours.

EVALUATION: Optional pre-test contains written examination and performance of camera usage skills. Criteria are not provided for evaluation. Post-test requires conference with instructor to show achievement of competencies.

■ SKILLS FOR VISUAL DISPLAYS, Arthur Cullen

DISTRIBUTOR: Idaho T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern: (1) explore the many methods, materials, and skills needed in developing visual displays in instructional settings; and (2) develop the basic skills needed for developing a variety of visual displays for classroom use.

DESCRIPTION: The module cluster (31 pages), ICM-003.00 (ISU), contains 5 modules: (1) *Lettering;* (2) *Simple Sketching;* (3) *Bulletin Boards;* (4) *Chalkboards;* and (5) *Graphics.* Instructional activities include: (a) many handouts, (b) practice sessions, (c) independent study activities, (d) seminars, (e) recommended readings, and (f) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures are provided for each module.

■ SMALL GROUP LEARNING

DISTRIBUTOR: I/D/E/A LEVEL: All
COST: $150.00 AUDIENCE: Tea.
RENTAL: $10.00/3 days

DESCRIPTION: This film shows many group techniques that can be used in the classroom as an alternative teaching method. Both large and small group methods are shown as student groups analyze various subject material in literature and social studies. 16mm/color/15 min.

■ SMALL WORLD OF THE NURSERY SCHOOL

DISTRIBUTOR: Ed.C LEVEL: E.Ch.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film shows several pre-school programs in operation in California. The programs shown have various specific implementations, but the basic rationale remains constant in emphasizing the needs of the individual child. The objectives, experiences, and environments in these programs demonstrate how the child's individual needs and learning patterns may be met. Learning through free choice and high motivation provides a basis for the child to develop and learn through his environment. 16mm/color/22 min.

■ SOCIAL AND EMOTIONAL DISORDERS RELATING TO DEFECTS IN ABILITY TO PROCESS CUES, Bette Joe Davis and Ron Britton

DISTRIBUTOR: IUPUI T.C. LEVEL: All, Spec. Ed.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Recognize learning as behavioral responses dependent upon the child's abilities to receive and process information and to formulate new responses to that information; (2) write two behavioral descriptions of learning problems of two children given observation record; and (3) distinguish terms related to defects in ability to process environmental and language cues.

DESCRIPTION: Module SED-002.00 (5 pages) gives participant alternatives: (1) viewing film, "Why Johnny Can't Read," completing supplied behavior checklist on a child in a learning disability class, and completing enclosed worksheet; (2) attending large group discussion on enclosed handout on Learning and Language Disorders; (3) attending small group discussions on central learning disorders, central language disorders, visual perception and learning disabilities, and auditory perception and learning disabilities; or (4) reading handout by Davis. Completion time — 5 hours.

EVALUATION: Pre- and post-tests not included.

■ SOCIAL CLASS, VALUES AND SCHOOL BEHAVIORS

DISTRIBUTOR: Toledo LEVEL: E.Ch.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Given a list of value indicators, students will be able to associate and label these with the most appropriate socio-economic classes; and (2) given a list of operating principles, students will be able to associate and label the middle-class and bureaucratic behavior patterns which generally operate in schools.

DESCRIPTION: To meet the objectives specified by this 5-page module (04), students play the game **Star Power.** Students in small group discussions, generate criteria for social class membership and characterize the behavior. The film "The Way It Is" assists the student in generating the criteria. Students also generate criteria for a bureaucracy through an inquiry technique in seminars. Questions are asked that aid the student in a fuller understanding of the film. The references for meeting requirements are listed but not included in the module.

EVALUATION: Pre-test and post-test provided in the module. No answer key is provided. Both the pre-test and post-test are ten matching items. 4th revision of module. No data available.

■ SOCIAL CONFLICTS IN MODERN SOCIETY, L. T. Blatch and T. A. Tollefson

DISTRIBUTOR: Ed. Systems LEVEL: All
COST: $1.00 AUDIENCE: Tea.

OBJECTIVES: Participant examines some of the reasons for conflicts arising among groups within a society with focus on cultural and physical differences.

DESCRIPTION: Programmed text (34 pages) contains three sections on social conflicts in modern society: (1) national and religious intergroup conflicts; (2) racial intergroup conflicts; and (3) problems of prejudice including definition, costs of prejudice and discrimination, reasons for persistence, and methods for reduction of intergroup tensions. Format includes diagnostic pre-test, key and prescription for the pre-test, a summary statement over the material which is to be covered in the section, diagnostic tests over the summary statement, detailed learning experiences giving further examples for purpose of discrimination, and criterion test over the entire module. Completion time — 2 hours.

EVALUATION: Evaluation through diagnostic tests throughout the module and criterion tests at end of module. All self-scored.

■ SOCIAL SCIENCES: AN APPLICATION OF THE SCIENTIFIC METHOD, L. A. Blatch and T. A. Tollefson

DISTRIBUTOR: Ed. Systems LEVEL: All
COST: $1.00 AUDIENCE: Tea.

OBJECTIVES: To describe the applications of the scientific method in the realm of society.

DESCRIPTION: Module is programmed text (38 pages) containing four sections: (1) the divisions of science — physical, biological, and social; (2) the scientific method and its purpose of being able to observe, describe, explain, and predict; (3) common sense vs. the scientific method; and (4) symbolic representation through circle, bar, and line graphs, showing their utilization in the social sciences. Format for module includes diagnostic pre-test, key and prescription for the pre-test, a summary statement over the material which is to be covered in the section, diagnostic tests over the summary statement, detailed learning experiences giving further examples for purpose of discrimination, and criterion tests over the entire module. Completion time — 2 hours.

EVALUATION: Evaluation through diagnostic tests throughout the module and criterion test at end of module. All self-scored.

SOCIAL STRATIFICATION IN MODERN SOCIETY, T. A. Tollefson and L. T. Blatch

DISTRIBUTOR: Ed. Systems LEVEL: All
COST: $1.00 AUDIENCE: Tea.

OBJECTIVES: Describes the various attributes contributing to the development of individual and group stratification in a society.

DESCRIPTION: Programmed text (46 pages) on social stratification contains four units: (1) *Social Differentiation*, including definition, attributes according to Parsons, prestige, status, and role; (2) *Social Stratification*, including ideal types; (3) *United States Social Classes*; and (4) *Social Stratification Systems and Their Functions in a Social Democracy*. The format of the module includes a diagnostic pre-test, a self-scored evaluation of the pre-test, a prescription to follow for the rest of the module, a summary statement giving information covered in the following items of the program, diagnostic frames over the summary statements, and detailed learning experiences to give more examples allowing discrimination practice. A criterion test concludes the module. Completion time — 2 hours.

EVALUATION: Evaluation continuous through use of diagnostic test and criterion over the material.

SOCIAL STUDIES EDUCATION LEARNING TASKS

DISTRIBUTOR: NUSTEP LEVEL: All
COST: $4.00 AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) develop, present, and defend a social studies teacher's goal statement indicating rationale; (2) study a social studies curriculum project, provide a rationale for the process of learning used in the project, and describe its content and proposed uses in intern's school; (3) plan, conduct, and provide feedback on progress in achieving goals established in 1; (4) explain social studies concept and defend its use, identify areas which can be investigated to gain knowledge of concepts, and select generalizations which may emerge from the concept; (5) plan, conduct, and assess a learning activity using students engaged in problem-solving; (6) exhibit a positive self-image by demonstrating at least 5 criteria for a positive self-image and plan and demonstrate learning activities for promoting positive self-image in students; (7) develop and use value-clarification strategy; and (8) demonstrate commitment to democratic decision-making processes by exhibiting given affective behaviors in two group discussions.

DESCRIPTION: Package contains 8 social studies modules (253 pages) and 6 optional generic modules (72 pages). Social studies modules concern: (1) *The New Social Studies*, (2) *The Use of Social Studies Projects*, (3) *Self-Assessment in Social Studies Instruction*, (4) *Informed Participating Citizens — A Goal of Social Studies Instruction*, (5) *Rational Decision-Making*, (6) *Positive Self-Concepts in Students*, (7) *Values*, and (8) *Effective Human Relations*. Format for modules includes: (a) statement concerning the problem areas, (b) performance objectives for the module, (c) readings — most included, (d) activities for classroom practice — group discussions, viewing films and videotapes, independent study, and lectures; (e) activities for practice in field situations — observation, discussion with teachers, teaching practice utilizing social studies skills; and (f) activities for evaluation of student performance. Optional modules deal with positive self-concept, positive power base, value identification, value conflicts, and value clarification projects. The final part of the book (258 pages, included in number above) is the section including the readings, worksheets, and exercises for completing the modules.

EVALUATION: No pre-test. Post-tests are either written, self-scored examinations, conferences with instructor, or completion of required performances.

SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL: ORGANIZING KNOWLEDGE FOR INSTRUCTION, Earl G. Bagley, M. Hawkins, and E. Williams

DISTRIBUTOR: Georgia LEVEL: Elem
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Given a body of knowledge that might be the partial content for a unit of social studies instruction, trainee can organize an information chart that depicts the relationship between the important concepts; (2) using a unit of instruction in a textbook, trainee can organize an information chart that graphically depicts the relationship between the important concepts; (3) given a listing of specific items of potential social studies content, trainee can distinguish between items of fact, concepts, and generalization; and (4) given a list of facts, concepts, and generalizations on a specific topic, trainee can place the items of the list in correct hierarchical form.

DESCRIPTION: In this Module #1 (27 pages), trainee: reads definitions of concepts, facts, and generalizations; is referred to references containing examples; and completes 4 matching activities. Other activities include reading information on forming hierarchies, organizing knowledge models, and performing activities in which trainee develops information hierarchies and constructs an organizational model. Evaluation forms and performance activities are included in modules. Criteria for the terminal activity and references to social studies texts are not included in this module.

EVALUATION: There is no pre-assessment instrument for this module. Post-assessment includes constructing an organizational chart/model for a generalization.

SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL: SKILL DEVELOPMENT — MAPS AND GLOBES, M. L. Hawkins

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to: (1) write a lesson plan that delineates methods and materials used in teaching one element of a map skill; and (2) teach a basic map skill.

DESCRIPTION: Proficiency Module #5 (38 pages) consists of two parts. Part one, *Social Studies Skill Development*, discusses major social studies skills and how people learn skills. The student should be able to match skill development principles with corresponding teaching acts through provided module reading, recommended reading sources, and completion of developmental activities. Part two, *Using Maps and Globes: A Prime Social Studies Skill*, is designed to develop the student's competency in writing behavioral objectives and in designing activities for teaching elements of each basic map skill. Discussion of basic skills, their elements, and suggested grade levels appropriate for development are provided in 6 skill areas: (1) orient the map and note directions; (2) locate places on maps and globes; (3) use scale and compute distances; (4) interpret map symbols and visualize what they represent; (5) compare maps and draw inferences; and (6) map-making. The student then plans and develops objectives and teaching tasks for one element of each basic skill. Examples for each developmental tasks are provided. The module also includes an extensive bibliography for student use in securing additional information and suggestions for teaching activities.

EVALUATION: Demonstration of competencies by writing a lesson plan for teaching one element of a basic skill and teaching lesson to grade level of choice.

SOCIAL STUDIES FOR THE ELEMENTARY SCHOOL: VALUES AND THE VALUING PROCESS, Elmer Williams

DISTRIBUTOR: Georgia LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can classify a list of affective pupil behaviors using the affective taxonomy developed by Krathwohl and others; (2) given descriptions of affective categories of behavior, trainee can write a behavioral objective for each category; (3) trainee can determine the stage of the valuing process in each of a series of teacher statements using Rath's

criteria; (4) trainee can identify several alternatives of behavior to a problem-conflict situation based on a value and can identify possible consequences of each alternative; and (5) trainee can write a value clarification lesson plan and use it with elementary pupils to demonstrate an affective teaching strategy.

DESCRIPTION: In this module (38 pages), the trainee reads through and studies materials in module; performs self-check activities; and completes work sheets. Included in module are all reading materials, activity sheets, worksheets, a two-page bibliography of references, descriptions of 4 valuing exercises to use with students, and a module evaluation form.

EVALUATION: No pre-test included. Post-test requires trainee to prepare a value clarification lesson plan and use it with pupils. Instructor evaluates plan — no criteria specified.

■ SOCIAL STUDIES RESOURCES

DISTRIBUTOR: WILKIT LEVEL: Elem.
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: Demonstrates (1) comprehension of purposes for construction and use of resource and teaching units; (2) knowledge of kinds of materials that constitute resource and teaching units; (3) ability to apply evaluative criteria for resource materials; and (4) ability to apply principles of resource and teaching unit constructions.

DESCRIPTION: WILKIT #31 (38 pages) has two parts. In preparation for designing units, part one requires the student to read, study, and discuss in seminar enclosed articles, study guides, and recommend materials, and prepare an evaluation of a published resource unit. In the second part, the student designs and evaluates a teaching unit and participates in an instructional seminar. Module utilizes but does not include texts by Jarolimek & Walsh, Hanna, et al., Mager, and additional curriculum references. Completion time — 15 to 20 hours.

EVALUATION: Proficiency assessment by faculty advisor on written examination and seminar participation.

■ SOCIAL STUDIES TEACHER

DISTRIBUTOR: West Texas LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate understanding of capabilities and qualifications of self as a social studies teacher.

DESCRIPTION: I-Pac #60 (6 pages) provides information on desirable characteristics, responsibilities, and professional growth of a social studies teacher through recommended readings (not included in pac). The student familiarizes himself with this material, discusses information with teaching supervisor, completes conference enclosure, and takes self-evaluation tests with guidance counselor. Finally, the student writes a self analysis paper and discusses it with advisor in a final conference.

EVALUATION: Written examination and conference with faculty advisor.

■ SOCIAL STUDIES TEACHING, Paul Hanna

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Three videotapes (30 min. each) discuss the scope, design and rationale used by instructors in teaching social studies. Presentations included are: (1) "Why? What? In What Order?" — offers a program design that will systematically develop the student's understanding of social, economic, and political activities; (2) "The Design Illustrated" — samples the geographic strand of the multi-disciplinary program and explores economic theories; and (3) "Methods" — demonstrates the simulation game, Where Do We Live, a game designed to help students develop decision-making capacities in economics, political science, sociology, geography, and history.

■ SOCIAL VARIATIONS

DISTRIBUTOR: Stuart Finley LEVEL: All
COST: $250.00 AUDIENCE: Tea.
RENTAL: $25.00

DESCRIPTION: This film presents social differences among individuals that are revealed through their speech patterns. An alteration of sound patterns and grammar usage in various situations among New Yorkers is shown. 16mm/color/28 min.
Part of Series: Language . . . The Social Arbiter

■ SOCIOCULTURAL FOUNDATIONS COMPONENT, Sarah White

DISTRIBUTOR: Houston LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To design and implement instruction that shows evidence of reciprocal relations between groups and individuals, and its effects on attitudes, achievement, and social interaction. (1) Describe differences and similarities in attitudes toward instructional situations as they are affected by group memberships; (2) describe the effects of variables associated with group memberships on school achievement; and (3) describe the social structure of the school and its effects on the achievement of educational objectives.

DESCRIPTION: The component consists of three modules which are presented in sequence and which lead to the achievement of the terminal objective. Module I, *Groups and Attitudes*, introduces the concepts: group, socialization, ideology, sanctions, group structure, and attitude. Students examine some of the effects of groups upon their own attitudes, identify examples of the concepts in classroom situations, and describe the effects of groups on attitudes toward school and incidents in the classroom. In Module II, *Groups and Achievement*, research on the social variables affecting school achievement are examined. Group memberships — family, ethnic, religious, socio-economic, peer, and educational — are studied in relation to attitudes toward education, educational goals, and school achievement of the student teacher and one pupil. In Module III, *The School as a Social Institution*, the sub-culture of the school is studied in relation to the broader culture and the culture of the immediate community. Effects of differences in norms, values, goals, role expectations, sanctioning processes in social interaction in the classroom, and achievement of educational goals are examined. In all modules, students are required to apply social science theory and research methods for gathering and analyzing data from actual school situations, compare analyses, form conclusions, and compare their conclusions with those of other students and with social science theory. Completion time — 30 hours.

EVALUATION: Objectives in modules are classified as knowledge and performance. Pre-tests assess knowledge objectives and if students "test-out" of these objectives, they may proceed to the terminal, performance assessment. Performance objectives require students to make educational decisions based on conclusions drawn from actual data. In final evaluation, students are observed in their interaction with pupils in instructional situation; and instructional objectives, materials, and activities must be justifiable in terms of pupil, community, and cultural background. Students are rated on the basis of pupil responses to instruction.

■ SOCIODRAMA, Marilyn Werner

DISTRIBUTOR: WWSC LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Defines sociodrama and differentiates it from role-play, describes the outcomes of sociodrama, and reads required material; (2) identifies prerequisites for and the steps in preparing and enacting a sociodrama; (3) demonstrates knowledge of sociodrama by selecting, preparing, and enacting several sociodramas.

DESCRIPTION: Module #41 (34 pages) contains pre-assessment, reading by Sobel, exercise based on Sobel, a brief narrative and exercise, and optional readings from Brown and Engel

for definitional objective. For preparation of objective, module contains list of prerequisites, exercises, optional readings, filmloop, instructions for preparation of 3 types of sociodrama with exercise, and a list of steps for enacting sociodrama with exercise. For final objective requiring enactment, participant receives instructions and has checklist for self-measurement. Appendix contains answers for included exercises, bibliography, article by Sobel on "Sociodrama" (9 pages) and by Engel on "Decision-Making in the Social Studies" (6 pages). Completion time — 10 hours.

EVALUATION: Pre-test included with one of 3 tasks. Self-scored exercises in module. Self-scored post-assessment completes module.

■ SOME COURSES DON'T COUNT

DISTRIBUTOR: Holt, R,W LEVEL: All
COST: $130.00 AUDIENCE: Tea., Coun.

OBJECTIVES: Provide realistic stimulus material for discussion concerning counseling students.

DESCRIPTION: Film shows teacher who is asked by a student to advise him concerning an elective to take. Advisor suggested math course for college preparation, but student wants to take shop course. Open-ended film concludes with asking what the teacher should advise the student. Study guide available. 16mm/color/9½ min.

Part of Series: Critical Moments in Teaching

■ SOME GLIMPSES OF ANTHONY: ONE CHILD — MANY CHALLENGES

DISTRIBUTOR: Bank Street Film LEVEL: Elem.
COST: $35.00 AUDIENCE: Tea., Sub-prof. Par.
RENTAL: $5.00

DESCRIPTION: This film sequence shows how the teacher, assistant, aide, and parent study the learning needs of a first-grade child in a rural school in the deep South. 16mm/b&w/11 min.

■ SOME PERSONAL LEARNING ABOUT INTERPERSONAL RELATIONSHIPS

DISTRIBUTOR: U. of Calif. EMC LEVEL: All
COST: $165.00 AUDIENCE: All
RENTAL: $12.00

DESCRIPTION: Carl Rogers, founder of client-centered therapy, shares some personal learnings about interpersonal relationships. He contrasts listening that is sensitive, empathic, and nonjudgmental with listening that is met with evaluation, reassurance, denial, or distortion. He describes the value of being real and coming in touch with another person through genuine communication. 16mm/b&w/33 min.

Part of Series: Management Development

■ SOME PRINCIPLES OF NONGRADING AND TEAM TEACHING

DISTRIBUTOR: UCLA LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea. Adm.

DESCRIPTION: Madeline Hunter, in film-lecture presentation, explains how team teaching and non-grading are practiced in the University Elementary School at the University of California in Los Angeles. She discusses basic principles of each concept, gives examples of application, and describes various hypothetical and real life problems and solutions. The latter portion of the film provides questions and answers elaborating on in-practice and pre-practice situations and problems and further development of team teaching and non-grading. 16mm/b&w/60 min.

■ SPACES BETWEEN PEOPLE

DISTRIBUTOR: Learning Corp. of America LEVEL: College
AUDIENCE: Tea.
COST: $250.00
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of problems in establishing a basis of communication with others.

DESCRIPTION: This film, edited from the motion picture "To Sir With Love," presents situations concerning the following problems: the overcoming of initial hostility or indifference, individuals seen in terms of stereotypes or societal roles, barriers to understanding in the classroom, the dynamics of peer pressure among students, and racial prejudice. The story tells of a young black teacher in a traditional school in England; he is responsible for a class of students who are "rejects from other schools." After many confrontations, mistakes, and errors, Mr. Thackery and his students begin to come together in achieving academic and personal communication success. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.

Part of Series: Searching for Values: A Film Anthology

■ SPEECH EDUCATION LEARNING TASKS

DISTRIBUTOR: NUSTEP LEVEL: All
COST: $4.00 AUDIENCE: Tea.

OBJECTIVES: (1) Identifies educational goals common to speech curriculum, describes communications approach to speech teaching, lists and discusses why speech should be in curriculum, and proposes speech curriculum for secondary schools; (2) explains major elements in fundamentals approach, communications approach, and combinations approach to speech education; describes use of inquiry in speech; and prepares speech lesson plan; (3) identifies characteristics of effective criticism and evaluation in speech course, and constructs clear, concise written critique; (4) plans content of unit in public speaking and collects materials for such a course; (5) plans content, collects material, and develops procedures for teaching oral interpretation; (6) determines content, plans approaches, and conducts lesson for teaching dramatics; (7) determines techniques, develops plan, and suggests policies for debate program in secondary school; (8) explains events, lists benefits, develops plan for coaching, and collects materials for speech tournament; (9) develops plan for diagnosis and states responsibility for teacher relative to voice improvement; and (10) prepares script, plans direction, marks script, and plans procedure for directing choral reading and speaking.

DESCRIPTION: Package includes 10 modules (171 pages) and 13 optional generic modules (77 pages). Speech modules include: (1) *Speech in Secondary School;* (2) *Basic Speech Course;* (3) *Criticism and Evaluation;* (4) *Teaching Public Speaking;* (5) *Teaching Oral Interpretation;* (6) *Teaching Dramatics;* (7) *Teaching Debate;* (8) *Speech Contests;* (9) *Teaching Voice Improvement;* and (10) *Readers Theatre and Choral Speaking.* Format of modules includes: definition of problems; listing of objectives; prerequisites (if any); and learning activities. Learning activities include: (1) readings — mostly included in module; (2) classroom practice — seminars, discussion groups, viewing media, and independent study; (3) practice in field situations — observation, discussion with teachers, and conducting instruction; and (4) evaluation of student performance. Optional generic modules concern: (a) *Accountability,* (b) *Contingency Contracting,* (c) *Classroom Control,* (d) *Concept Learning,* (e) *Problem-Solving Instruction,* (f) *Skill Learning,* (g) *Measures and Evaluation,* (h) *Feedback Measures,* (i) *Interaction Analysis and Its Uses,* and (j) *Analyzing Inquiry Behaviors.*

EVALUATION: No pre-tests. Post-tests are either written examination evaluated by instructor, conferences with instructor, or completion of required performances.

■ SPEECH-HEARING THERAPY, Charles Overstake

DISTRIBUTOR: NETCHE LEVEL: Speech-Hearing Ther.

RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Videotape (30 min.) discusses problems of speech and speech development. Overstake cites some of the reasons behind speech and language difficulties and also investigates possible therapy procedures for children with problems. He stresses that children rarely outgrow their speech and language problems and that they need therapy as soon as the problem is noted.

■ SPELLING

DISTRIBUTOR: WILKIT LEVEL: Elem., Mid.
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) State three spelling goals; (2) describe the following: (a) 8 basic principles of how spelling can be taught, (b) 6 methods for instilling a purpose and desire to be good spellers, and (c) why students should learn to spell a core of 2,000-3,000 words before individualizing spelling words; (3) plan a 4-day spelling program based on results of a previous lesson; (4) analyze a pupil's spelling difficulty according to Durrell's criteria; and (5) apply spelling goals and principles to given situations.

DESCRIPTION: Learning experiences in WILKIT #36 (8 pages) include reading a variety of materials on spelling, discussing readings in a seminar, building a 4-day spelling program, analyzing spelling errors from written material, and meeting with the faculty advisor to discuss work. Materials utilized but not included in the WILKIT are readings from Durrell, Anderson & Geoff, Burns & Schell, Shane & Mulry, and Smith. Included materials are trial test results (upon which the 4-day spelling program will be built) and a sheet on Analyzing Spelling Difficulties. Completion time — 10-14 hours.

EVALUATION: A self-test is included. Proficiency assessment includes a written examination and a faculty conference.

■ SPELLING, Jean Greenlaw

DISTRIBUTOR: Georgia LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: In this module (13 pages), the trainee studies materials in five areas related to spelling: (1) facts about English orthography; (2) relationships between a child's spelling and his speech, his reading, and his auditory and visual discrimination skills; (3) the state of the teaching of spelling; (4) the controversy over the place of spelling generalization in a spelling program; and (5) some classroom procedures that appear to be helpful in teaching spelling. The trainee lists rules, generalizations, and techniques; makes spelling aids; analyzes misspelled words and prescribes helpful measures; participates in group discussions; and reads outside material as well as the module. Included in module are brief descriptions of the 5 areas, activities, school option activities, and a 3-page bibliography of books and articles related to spelling.

■ SPELLING AND HANDWRITING

DISTRIBUTOR: SMSC LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Identifies through oral and written communication those materials and methods presently in use for teaching spelling and handwriting; and (2) demonstrates in a micro-teaching lesson his ability to teach and guide students in the above areas.

DESCRIPTION: Cluster (10 pages) contains five compacs: (1) *Materials and Methods in Teaching Handwriting* — selects three handwriting series from curriculum library (not supplied) and writes evaluative paper identifying content, level, individual differences provided for, enrichment activities, and diagnostic or evaluative techniques used; prepares teaching plan and objectives for a selected topic to be taught to a group of his peers. (2) *Manuscript Writing: Knowledge* — selects from samples in curriculum library and practices writing 5 sample exercises; practices writing on chalkboard for evaluation by instructor. (3) *Cursive Writing: Knowledge* — using sample selections from writing kit in curriculum library, presents 5 examples of correct cursive writing and demonstrates on chalkboard cursive writing acceptable to instructor. (4) *Innovative Spelling* — answers questions on supplied study sheet of readings from Arena, Courts, and Herr and from available periodicals. (5) *Materials and Methods in Teaching Spelling* — completes study guide for 3 spelling series (guide provided); lists 5 motivating techniques for use in teaching spelling for discussion. Bibliography includes readings from Benthul, Botel, Childs, Hanna, Horrocks, Kottmeyer, and Petty (readings not included). Completion time — 10 hours.

EVALUATION: Compacs evaluated by instructor and by peer presentations if required. Criteria for evaluation not included.

■ STAGE FRIGHT

DISTRIBUTOR: Centron LEVEL: Mid., High
COST: $145.00 AUDIENCE: Tea

DESCRIPTION: This film explores the physiology and psychology of stage fright. It helps the viewer understand why he feels so threatened and shows him how to overcome these feelings and use them to advantage. 16mm/color/11 min.

Part of Series: Communications — Speech

■ STANDARD SCORES

DISTRIBUTOR: UTEP LEVEL: All
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Participant demonstrates an understanding of and skill in solving problems related to standard scores by being able to: (1) compute z and t scores; (2) solve problems involving their use; and (3) discuss their appropriate application.

DESCRIPTION: In module I:G-4 (16 pages), participant has choice of reading from Lindquist's text, attending a lecture, completing material in module, or creating own alternative. Module includes paper (7 pages) on standard scores and their computation, the uses of these scores, and questions concerning application of these scores. Additional sources are listed but not required. Completion time — 10 hours.

EVALUATION: Written pre-test and post-test are not included in module.

■ STANDARDIZED TEST — AN EDUCATIONAL TOOL, John Hanitchak

DISTRIBUTOR: IFB LEVEL: All
COST: $265.00 AUDIENCE: All
RENTAL: $15.00

OBJECTIVES: Discusses standardized tests by defining concepts of validity, reliability, norms, distribution, and test interpretation.

DESCRIPTION: Eighth grade teacher who needs information about her class' reading skill decides to use standardized test. Appropriateness and value of tests are used as criteria. Concepts of validity, reliability, norms, distribution, and test interpretation are defined. 16mm/color/25 min.

■ STARPOWER, R. Garry Shirts

DISTRIBUTOR: Simile II LEVEL: Mid., High
COST: $25.00 AUDIENCE: Tea.
RENTAL: $3.00 for directions to make own kits for students.

OBJECTIVES: Stimulate discussion about the uses of power through simulation of a society in which the powerful make all the rules to govern the society.

DESCRIPTION: Simulation game in which a low mobility, 3-tiered society is built through the distribution of wealth in form of chips. Participants have a chance to progress from one level of society to another by acquiring wealth through trading with other participants. Once the society is established, the group with the most wealth is given the right to make the rules for the game. The power group generally makes rules which maintain their power and which those being governed consider racist, unfair, or fascistic. The result of this set-up is usually rebellion by the have-nots. Starpower can be played in a well-organized 50-minute period but is optimally used in an hour and a half for play and an hour for discussion. Elementary version available, Powderhorn. For 18-35 participants.

■ STILL PROJECTION, Arthur Cullen

DISTRIBUTOR: Idaho T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern develop both knowledge and skill concerning the use of still projection-filmstrips, slides, opaque, and overhead.

DESCRIPTION: The module (14 pages), ICM-004.00 (ISU), provides a variety of learning alternatives: (1) suggested readings, (2) six handouts, (3) conferences, and (4) self-designed activities.

EVALUATION: The module contains pre-assessment and post-assessment proficiency sheets which must be completed by the intern.

■ STIMULUS VARIATION

DISTRIBUTION: UTEP LEVEL: Elem.
COST: $2.00 AUDIENCE: Tea.

OBJECTIVES: Student describes types of stimulus variation by giving examples and justifying their usage and by planning and executing a 5-minute lesson employing stimulus variation.

DESCRIPTION: In module I:A-2 (14 pages), student has choice of discussing stimulus variation with instructor and peers, reading from resource bibliography, or reading the supplied narrative on stimulus variation. Readings are utilized but not included. Narrative (4 pages) describes five basic types of stimulus variation: gross body movement, fine body movement, changing sensory channels, vocal technique, and verbal and visual focusing. Completion time — 7½ hours.

EVALUATION: Pre-test is self-graded, written examination and a micro-lesson evaluated by supplied form. Post-test is an alternate form of the pre-test with criteria for the variations not included.

■ STORY PROBLEMS

DISTRIBUTOR: SRA LEVEL: Elem., Mid.
COST: $135.00 AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how to teach story problems in modern math terms and concepts. The film shows unrehearsed classroom sessions in which children of average ability are introduced to the new math concepts. 16mm/color/30 min.

Part of Series: Modern Mathematics in the Elementary Classroom.

■ STORYTELLING, June Hajos, Linda Lamme

DISTRIBUTOR: Syracuse LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrates the use of effective pitch, breath control, and tempo for effective storytelling; (2) has awareness of vocabulary; (3) demonstrates knowledge of criteria for selection of stories in classroom; (4) prepares story for use in classroom; (5) demonstrates knowledge of sources of good stories; and (6) demonstrates management ability in gaining and retaining pupil interest.

DESCRIPTION: Module (5 pages) contains: (1) readings from Sawyer, Tooze, Shedlock, and Ross; (2) directions for creating an anthology of source material; (3) list of recordings of effective storytellers; (4) film, "Pleasure is Mutual"; (5) instructions for attending library story hour; and (6) directions for preparing stories for specific age level and videotaping of lesson presentation. A suggested list of source materials for storytelling is included in the module.

EVALUATION: Pre-test is group demonstration of competencies required by the objectives. Post-test is individual demonstration of required performances with checklist for evaluation included.

■ STORYTELLING, Ruth Tooze

DISTRIBUTOR: Listener LEVEL: E. Ch., Elem.
COST: $48.00—59.95 AUDIENCE: Tea.

OBJECTIVES: Demonstrate method of increasing interest through the use of effective storytelling in the classroom by giving examples and suggestions.

DESCRIPTION: Four audiotapes by Tooze present examples and suggestions for effective storytelling. Bibliographies are provided with each tape. (1) "Why We Tell Stories": gives rationale for storytelling with criteria being: good plot, true-to-life characterization, appropriate writing style, and story must merit the child psychologically; uses story Peddlar and His Caps. (2) "Selected Stories": presents 5 stories with reasons for telling how and when to tell. (3) "How To Tell A Story": how to choose and tell stories for most effective utilization, giving suggestions. (4) "Poetry for Today's Child": poetry and why and how to use it. Suggestions for selection are given. Completion time — 4 hours.

■ STRATEGIES FOR PERSONALIZED LEARNING, Ardelle Llewellyn

DISTRIBUTOR: Listener LEVEL: All
COST: $58.00—$69.95 AUDIENCE: Tea.

OBJECTIVES: Describes goal of pupil-teacher partnership in learning to develop children's understanding of principles and abstract thinking while fostering a feeling of individual worth, through use of curriculum planning and emphasis of conceptual development based on Taba's research.

DESCRIPTION: Five audiotapes by Llewellyn describe aspects of strategies for personalized learning. (1) "Curriculum Design and Teaching Strategies": overview of current trends in curriculum planning and advantages of various teaching strategies; uses Piaget's and Bruner's organization of ideas as disciplines for developing goals and attitudes. (2) "Organizing Content for Productive Learning": how to plan new programs based on increased teacher responsibilities for assessing students, for choosing main ideas from community, and for incorporating research knowledge into action in the classroom. (3) "Building Learning Sequences": understanding the learning process within the individual child as the child builds concepts. (4) "Teaching Strategies": teacher's criteria for facilitating learning, stressing partnership quality of teacher-pupil relationship and correct pacing for mastery of material. (5) "Question Strategies": in-depth analysis of question asking procedures including types of questions and their purposes. Includes suggestions for framing questions and how to question for concepts and generalizations. Completion time — 5 hours.

■ STRATEGIES IN EFFECTIVE CURRICULUM PLANNING FOR HIGHLY MOBILE TROUBLED YOUTH OF INNER-CITY SCHOOLS, Vida Van Brunt

DISTRIBUTOR: Tea. Corps Assoc. LEVEL: Mid., High
COST: Consult Distributor AUDIENCE: Tea.,Coun.

OBJECTIVES: This training package is to prepare teachers in strategies of more effective curriculum planning for inner-city youth who are labeled delinquent or delinquent prone, either by the rules of their local school districts or by action of the Juvenile Justice System.

DESCRIPTION: The component is designed in 3 related modules; each is especially related to desired competencies in one of the 3 major areas of competency in teacher's roles: establishing the cognitive and affective background necessary to teachers: establishing competencies in identifying academic needs; and developing strategies and skills in prescribing appropriate academic talks. An instructor's guide is included. Multimedia items: approximately 100 slides (3 sets) and 4 audiotapes.

EVALUATION: Pre-assessment is by a checklist and by conference with team leader and instructor. Post-assessment is by performance under structured conditions. Criterion levels are stated.

■ STRATEGIES OF SMALL GROUP LEARNING

DISTRIBUTOR: I/D/E/A
COST: $225.00
RENTAL: $12.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Film presents various elements of small group discussion ranging from student response to teacher's questions, to peer group value clarification process. Group discussions are shown in actual school settings spanning early childhood to high school levels. Various elements of discussion procedures, including problem definition and solving, peer teaching and interaction, student/teacher relations, reaching consensus and conclusion, group interaction and others are depicted by sequences of small groups in action. 16mm/color/26 min.

■ STRUCTURAL ANALYSIS SKILLS

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate comprehension of structural analysis skills on a written test; (2) write and implement structural analysis lesson plans with a group of peers; and (3) implement structural and phonic analysis lesson plans with groups of public school pupils.

DESCRIPTION: The learning experiences in WILKIT #32 (19 pages) include reading, examining structural analysis materials, building and implementing lesson plans with peers, and observing-participating in public school classroom for three days. Materials utilized but not included in this WILKIT are readings by Durrell, Wallen, Durkin, and Heilman. Included are peer teaching critique sheets and classroom observation forms. Completion time — 20 to 24 hours.

EVALUATION: A self-test is provided. Proficiency assessment involves a written examination, plus a faculty conference to discuss the learning experiences.

■ STRUCTURAL WORD ATTACK SKILLS, Tom Nagle and Paul Richman

DISTRIBUTOR: San Diego T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea., Super.

OBJECTIVES: Participant will be able to: (1) demonstrate mastery of structural word attack skills; (2) evaluate materials used for drill and practice; (3) write lesson plans that develop structural word attack skills; (4) teach one lesson to a group of peers and evaluate it; and (5) teach a lesson to a small group of children.

DESCRIPTION: The module (9 pages) includes knowledge of structural word attack skills, evaluation of materials, and the development and teaching of specified skills. Learning activities include: (1) reading Wallen, Word Attack Skills in Reading; (2) viewing videotape or films on sample word attack skills lesson and completing worksheet; (3) developing 2 lesson plans according to a specified format; (4) peer teaching; and (5) critiquing application to small group in an elementary classroom. Materials are not enclosed in module.

EVALUATION: Pre-test and post-test are included. Peer teaching and classroom teaching are evaluated as are lesson plans.

■ STRUCTURED TUTORING I: THE STRUCTURED TUTORING MODEL, Grant Van Harrison

DISTRIBUTOR: BYU-HS
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Subprof.

OBJECTIVES: The student will: (1) demonstrate knowledge of structured tutoring model and how it can be effective; (2) state rationale for selecting specific objectives for a child; (3) construct a criterion referenced pre-test that measures mastery of an objective; (4) administer the pre-test to a child; (5) develop instructional materials to meet objectives and design a tutor log; (6) prescribe appropriate activites; (7) demonstrate knowledge of tutoring techniques; (8) demonstrate mastery of tutorial procedures with child; (9) demonstrate mastery for teaching child new answers in an S-R learning session; (10) demonstrate mastery of concluding a tutoring session; (11) demonstrate mastery of procedures for reviewing material; (12) demonstrate ability to apply expertise by tutoring a child over a 2-week period; and (13) train someone else to follow procedures in tutor guide.

DESCRIPTION: This course is divided into 14 lessons, each with one objective (stated above) and minimal criteria for meeting it. It is designed for home-study, in-service situations and does not require an instructor. Assignments are mailed to the university both on paper and on cassette tape. Learning activities include reading Tutor Guide Volume I (Brigham Young University Press), answering questions, building pre-tests and instructional materials for tutoring sessions involving stimulus-response learning, conducting and taping four tutoring sessions with a child, and finally applying what was learned by conducting a 2-week tutoring sequence and recording it in a tutor log. Special requirements are the availability of a child for tutoring and a cassette recorder and tapes. All the course information is included in the 32-page syllabus except the Tutor Guide which must be purchased. 2 semester hours credit.

EVALUATION: Minimal criteria are provided for each of the 14 lessons. Assignments are mailed to the instructor and evaluated according to the stated criteria. Four levels of minimal criteria are correlated to letter grades (A, B, C, D).

■ STUDENT AND VARIABLE MODULAR SCHEDULING

DISTRIBUTOR: Ed C
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: This film is directed to the student beginning an educational program within a variable modular scheduling system. It discusses the opportunities and learning experiences the student may anticipate, as well as the added responsibilities placed upon the learner. Learning alternatives, such as labs, independent study, resource centers, tutorial experiences, and others are demonstrated and discussed. 16mm/color/15 min.

■ STUDENT-CENTRIC TEACHING METHODS, G. Ray Musgrave

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: The intern will: (1) describe acceptable methods for teaching the following student-centric teaching presentations: (a) small group discussions; (b) large group discussions; (c) panels and symposia; (d) staged socio-drama; (e) whole class socio-drama; and (f) discovery lessons; (2) select and use two of the above student-centric approaches; and

(3) evaluate his effectiveness on the basis of pupil learning and specified criteria.

DESCRIPTION: This module (4 pages), GEN-002.00 (HOU), provides the intern with several learning alternatives: (1) viewing, analyzing, and critiquing of videotaped lessons of teachers utilizing student-centric approaches; (2) reading of several recommended sources; (3) attending of seminars; and (4) evaluation of the instructor's use of student-centric methods as he teaches.

EVALUATION: The pre-assessment and post-assessment procedures consist of: (1) a pencil-and-paper test in which the intern describes the various student-centric approaches; and (2) a teaching situation in which the intern plans, teaches, and evaluates two student-centric presentations. The adequacy of the intern's performance on the pencil-and-paper test is evaluated by the instructor while the intern's team leader judges the adequacy of his teaching performance.

■ STUDENT-DIRECTED CURRICULUM: AN ALTERNATIVE EDUCATIONAL APPROACH

DISTRIBUTOR: Ed.C. LEVEL: High
COST: Consult Distributor AUDIENCE: Tea., Adm.

DESCRIPTION: This film, taken in Polytechnic High School in San Francisco, shows the educational program developed in an attempt to provide a relevant learning experience for inner-city students. The program design was an attempt to provide alternative ways of achieving the goals and needs of all students. The process, a 3-step plan, is shown in its beginning and final stages. Responsibilities of the teachers and students, formulation of curriculum, and results of the program are shown, as well as the rationale for its development. 16mm/color/20 min.

■ STUDENT PARTICIPATION IN THE TEACHING-LEARNING PROCESS: INQUIRY, PROBLEM-SOLVING, ROLE-PLAYING, SIMULATION, AND CASE STUDIES.

DISTRIBUTOR: West Texas LEVEL: High
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge of and ability to plan for uses and techniques of inquiry, problem-solving, role-playing, case studies, and simulation.

DESCRIPTION: I-Pac #63 (57 pages) requires student to familiarize himself with information regarding inquiry, problem-solving, simulation, role-playing, and case studies through reading recommended materials, viewing 13 films (reading materials and films are not included in pac), and completing accompanying study guides on material. The student then plans a lesson in inquiry, a lesson in problem-solving, a lesson in role-playing, and a case-study lesson; secures advisor approval of lesson plans; and then teaches each lesson to a group of students. Simulation is developed through student's participating in a game with peers.

EVALUATION: Written examination and conference with faculty advisor discussing written materials and lesson presentation.

■ STUDY OF MEXICAN-AMERICAN PEOPLE

DISTRIBUTOR: West Texas LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant will demonstrate knowledge of the historical and cultural background of Mexican-American people and the influence of the Mexican-American culture upon the culture of Southwest United States.

DESCRIPTION: I-Pac #7 (6 pages) has two parts. The first includes reading required and recommended materials, listening to either a tape or live presentation, and visiting and observing in two public schools. Second, the student participates in a seminar to discuss questions and issues pertinent to the above activities and writes an essay/speech describing one or more of the problems of Mexican-American students in public schools in the Southwest United States.

EVALUATION: Written examination and conference with a faculty advisor.

■ STUDY OF THE AMERICAN NEGRO (PHASE I)

DISTRIBUTOR: West Texas LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participants will demonstrate knowledge of the history, culture, and current problems of the American Negro.

DESCRIPTION: I-Pac #6 (9 pages) facilitates participants in becoming aware of and responsive to the need for cross-cultural understanding through reading required and recommended materials, viewing a film, observing Negro students in two classroom situations, and increasing sensitivity to and awareness of the adversity some Negro students suffer through the Cooperating Parent Program. The student then participates in a seminar to discuss these experiences and writes an essay/speech describing some of the problems of the Negro student in a public school.

EVALUATION: Faculty advisor evaluates knowledge of the problems and the educational history of the American Negro by means of a written examination.

■ STUDY OF THE AMERICAN NEGRO (PHASE II)

DISTRIBUTOR: West Texas LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge of historical backgrounds of the Negro family, contemporary social forces affecting Negro family life, and strategies of social reform.

DESCRIPTION: I-Pac #17.2 (4 pages) requires the student to read and discuss in scheduled seminars specified materials and to participate in a game session of Black and White (reading materials and game not included).

EVALUATION: Written examination.

■ STYLES OF OPENING THE INDIVIDUAL COUNSELING INTERVIEW, Bert Flugman

DISTRIBUTOR: Guidance Lab. Videotape
COST: $95.00 LEVEL: All
RENTAL: $20.00/week AUDIENCE: Coun.

DESCRIPTION: The importance of the initial contact in establishing a counseling relationship is presented in coached client situations. The viewer is stimulated to ask questions about goals for an opening interview and about the assumptions implicit in a particular style or approach. Three segments, consisting of an actual interview and the counselor's comments, present possible approaches. 1/2" videotape/37 min.

■ SUBSTITUTE TEACHER: AN IDEA EXCHANGE

DISTRIBUTOR: GPT LEVEL: All
COST: $50.00/unit; $135.00 all 3 units AUDIENCE: Sub. Tea.

DESCRIPTION: This audio-visual workshop examines problems frequently faced in substitute teaching, presents techniques that other substitutes have tried and found successful, and provides opportunity for participants to discuss problems. Each of the 3 units includes a filmstrip, cassette tape, and monitor's guide. Unit 1, *Plans and Preparations*, describes ways

subs can learn about their communities, schools, and assignments before teaching, and offers suggestions for a "survival kit." Unit 2, *Classroom Management*, makes suggestions concerning administrative procedures and common behavior problems. Unit 3, *Attitudes and Alternatives*, focuses on the one-day assignment and its special problems. Completion time — 4 hours.

■ SUBTRACTION — MEANING AND PROCESS, E. Glenadine Gibb, Julienne K. Pendleton

DISTRIBUTOR: R&D-Tex
COST: $1.25
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The user will be able to: (1) demonstrate knowledge for teaching subtraction by (a) identifying objectives which develop meaning for subtraction, and (b) identifying objectives of exercises which make use of subtraction algorithms; (2) given a set of objectives for developing subtraction concepts, identify and construct learning activities for obtaining these objectives; and (3) diagnose student difficulties by (a) constructing assessment items for stated objectives, (b) identifying sources of error (unattained objectives), (c) placing unmet objectives in sequence, and (d) designing activities to correct sources of error.

DESCRIPTION: This self-paced module (61 pages) contains three sections. The first provides self-diagnostic activities which enable the user to determine which instructional tasks to undertake. In the second section, the student works individually through instructional sequences with tasks related to both the meaning and the process of subtraction, including instructional objectives, learning activities, and assessment. The third section is a competency appraisal, written questions which are followed by a discussion with the instructor. No additional equipment is necessary. An instructor's guide is under development, but not available at this time. Completion time — 1-2 hours.

EVALUATION: The module contains a pre-assessment and post-assessment by means of written tests. The module has been through one developmental field test with subsequent revision.

Part of Series: The Teaching of Mathematics.

■ SUBTRACTION WITH EXPANDED NOTATION

DISTRIBUTOR: SRA
COST: $135.00
LEVEL: Elem., Mid.
AUDIENCE: Tea.

DESCRIPTION: This film demonstrates how to teach subtraction with expanded notation in modern math terms and concepts. The film shows unrehearsed classroom sessions in which children of average ability are introduced to the new math concepts. 16mm/color/30 min.

Part of Series: Modern Mathematics in the Elementary Classroom.

■ SUCCESS-ORIENTED CLASSROOM, William Glasser

DISTRIBUTOR: MEDIA FIVE
COST: $225.00/video-cassette; $300.00/film
RENTAL: $35.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film deals with Glasser's model "schools without failure." The film focuses on that part of the day spent outside classroom meetings. Students are shown working alone and with others on mini-contracts in which they are involved in designing part of their own school day. Demonstration teacher, Keith Maxwell, narrates the film and suggests techniques for keeping control and checking student progress. 16mm/color/28 min.

■ SUMMARY ACTIVITIES, Pat Mattingly

DISTRIBUTOR: Austin College
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) To select an appropriate objective which will enable the pupil to accomplish objectives; (2) demonstrate or plan and discuss 3 different methods which can be used to conclude a specific instructional unit; and (3) evaluate the effectiveness of 5 different methods of evaluation and prepare an example of at least one of them.

DESCRIPTION: Module (6 pages) contains an exercise on rationale for assignments and descriptions of 2 different types of assignments and their uses. Brief exercise on developing methods is included. Completion time — 3 hours.

EVALUATION: No pre-test. Evaluation is on the basis of required activity performances. No evaluative criteria are included.

■ SUPPORTIVE TEACHING, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle
COST: $.70
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Teacher will demonstrate the ability to interact with students in supportive ways, as measured by scores on a student questionnaire.

DESCRIPTION: In this module (29 pages) the trainee administers a teacher interaction questionnaire to a class of students. Based upon responses on the questionnaire, the teacher undertakes varying areas of instruction within the module. The instruction is composed of readings, group work with other teachers for problem-solving, role-playing, and self questionnaires. All materials necessary for the activities are included in the module.

EVALUATION: Pre-assessment is the student questionnaire. If the teacher scores well in the eyes of the students, the module is considered finished. Post-assessment requires that the teacher administer the questionnaire for a second time and evaluation is based on the same criteria as provided in pre-assessment.

■ SYSTEM

DISTRIBUTOR: NEA
COST: $9.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This audiotape (50 min.) is designed to stimulate discussion sessions. The following areas are included: (1) *A Call to Action* — foreword by Helen Bain, NEA President; (2) *Toward Cooperative Governance* — calls for the active participation of teachers, administrators, students, and parents in school governance; (3) *Public Schools as Choice* — emphasizes the need to offer students and teachers a variety of educational options within a public school system; (4) *The Teacher as Decision-Maker* — stresses that if teachers are to be held accountable for results, they must take part in instructional decision-making; (5) *Parent Power* — points out that parents as consumers of education merit a voice in school governance; (5) *The North Dakota Story: System Reform through Teacher Education* — tells how North Dakota has begun to reform its schools by radically changing teacher education; and (7) *The North Dakota Story: Parents as Partners* — tells how North Dakota teachers work with parents and communities to make sure that school reforms reflect community needs. Guide is included.

■ SYSTEMATIC AND OBJECTIVE ANALYSIS OF INSTRUCTION

DISTRIBUTOR: CEDS
COST: $17.00 minimum
LEVEL: All
AUDIENCE: Tea., Adm., Super.

OBJECTIVES: To provide school personnel with skills for communicating, making decisions, analyzing classroom pro-

cesses, identifying teaching styles and patterns, and using improved teaching methods.

DESCRIPTION: Package contains 47 units: (1) orientation, (2) interpersonal relations, (3) practicum, (4) group processes, (5-6) practicum, (7) communication skills, (8-9) practicum, (10) constructive use of feelings, (11) practicum, (12) interpersonal effect of various responses, (13) practicum, (14) processes of interpersonal influence, (15-16) practicum, (17) model for systematic improvement of instruction, (18-24) practicum, (25) planning for instruction, (26-34) practicum, (35) systematic analysis of teaching performance, (36-37) practicum, (38) strategy for the conference, (39-42) practicum, (43) content and process problems, (44-45) practicum, (46) problems and issues in improving instruction, and (47) self-evaluation. Materials include training manual (2 volumes, packaged together including activities, procedures and resource materials) at cost of $10.00, and participant manual at cost of $7.00 per set. No special facilities are required. Completion time — 100 hours during four-week workshop.

EVALUATION: This program has been extensively field tested. A technical report available from NWREL provides additional details.

■ SYSTEMATIC INSTRUCTIONAL DECISION-MAKING, W. James Popham

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: In filmstrip-tape presentation a general instructional model is described which can be used by teachers in deciding which instructional activities to include in a teaching sequence and whether the instructional sequence was effective. Differences between the "teacher-artist" and "teacher-technician" concept of instruction are examined. Instructor's manual included. Completion time — 30 min.

■ SYSTEMS APPROACH TO LESSON PLANNING

DISTRIBUTOR: SCE Lab
COST: $199.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To provide teachers with techniques for converting written objectives to lesson plans using the teaching systems matrix.

DESCRIPTION: The **Systems Approach to Lesson Planning Package** instructs teachers on how to utilize the teaching systems matrix. The package consists of 30 workbooks, pretest, and slide-tape presentations. Specific activities include utilization of the learning systems' terminology and the parts of a teaching system's matrix; identification of planning statements to match or mismatch the actual event; identification of probable sources of teaching problems; and practice using the matrix as a teaching tool. Training in the use of the package is provided by SWCEL specialists. Completion time — 4 hours.

EVALUATION: A pre-test is provided in written form. This package has been field tested with positive results.

■ SYSTEMS FACILITIES IN FLEXIBLE SCHOOL DESIGN FOR MEDIA USAGE

DISTRIBUTOR: Scott
COST: $60.00 — Individual set contents priced separately
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to: (1) construct a space requirements chart for instructional facility needs; (2) describe separate functions and basic specifications for an instructional facility; (3) identify teacher role in facility planning; (4) describe an instructional materials center.

DESCRIPTION: This multi-media set provides a visualized study of existing and proposed instructional facilities. Requirements for utilization of multi-media in classrooms and instructional facility design and use is also presented. Set contents include: (1) instructor's manual; (2) 1 cassette recording; (3) 10 overhead transparencies; and (4) student manuals. Set may be used in conjunction with Scott material, **System Innovation for Curriculum Development.**

■ SYSTEMS INNOVATION FOR CURRICULUM DEVELOPMENT

DISTRIBUTOR: Scott
COST: $60.00 — individual set contents priced separately
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate ability to: (1) implement a systematic approach to team curriculum development; (2) identify media competencies associated with instruction; and (3) conduct a task analysis.

DESCRIPTION: This multi-media set is designed for conducting systematic approaches to learning. Participants are provided with information and opportunity for practical applications of theory. Set contents include: (1) instructor's manual, (2) 1 cassette recording, (3) 10 overhead transparencies, and (4) student manuals. Set may be used in conjunction with Scott material, **Systems Facilities in Flexible School Design for Media Usage.**

T

■ TAPE RECORDING FOR INSTRUCTION

DISTRIBUTOR: Indiana
COST: $75.00
RENTAL: $4.60
LEVEL: All
AUDIENCE: Tea., Lib.

DESCRIPTION: Film shows the uses of tape recorders in teaching situations and presents some of the different models of recorders available, indicating their controls, various speeds, and purposes. Gives a demonstration of several microphone placements and offers suggestions for the improvement of recorded sound quality. Explains how to edit tapes by splicing and suggests many uses for tape recorders such as in language instruction, music groups, and conferences. Available also in Spanish and French. 16mm/b&w/15 min.

■ TAPES TEACH, Ted Ward

DISTRIBUTOR: MSU-Spec. Ed.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: To experience and identify 20 uses of the tape recorder that can be readily adapted to teacher-made uses.

DESCRIPTION: This self-contained teacher training kit provides exercises illustrating a wide variety of instructional uses of audiotape recording techniques. Included is a pre-recorded tape and all materials necessary for conducting a training session. The basic format calls for active participation through small group and large group interaction. Completion time — 1 hour.

Part 5 of Series: **Teacher Training Kit**

■ TARGET FOR TOMORROW

DISTRIBUTOR: Iowa
COST: $115.00
RENTAL: $4.20
LEVEL: Spec. Ed.
AUDIENCE: Tea.

DESCRIPTION: This film describes the steps involved in composing instructional objectives; the relationship of instructional goals to curriculum development; and how these goals can be useful tools for planning, teaching, and evaluating. 16mm/color/13 min.

■ TASK: THEORY, STRUCTURE AND APPLICATION

DISTRIBUTOR: ADL-BB
COST: $150.00
RENTAL: $15.00/1 day
LEVEL: E.Ch.
AUDIENCE: Tea.

DESCRIPTION: This film presents the Berieter-Engelmann "task," a basic teaching unit. Using a basic example, demonstration of the cycle of action of the task from the signal for attention through reinforcement for performance, application of the cycle to pre-reading and pre-arithmetic tasks, and procedures for signaling and correcting are shown. 16mm/b&w/45 min.

■ TASKS OF TEACHING, Judith E. Henderson and J. Bruce Burke

DISTRIBUTOR: MSU-Col. of Ed.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given each of the films ("Assessment," "Goal Setting," "Strategies," and "Evaluation"), the concept name, and a list of the necessary conditions for each concept, the student will identify instances from the film which illustrate each of the necessary conditions; (2) given the question, what are the tasks of teaching, the student will identify the four major tasks and explain the rationale for each of the tasks and the sequence in which they would occur; and (3) given a 7-point scale and the questions: (a) did this instruction help you understand the process of teaching? (b) did the film help you identify knowledge and skills needed by teachers? and (c) do you think that further training in how to effectively perform the assessment, goal setting, strategies and evaluation tasks of teaching would help you become a better teacher?, the student will respond to each item with a rating of 4 or above.

DESCRIPTION: The four process concepts (assessment, goal setting, strategies, evaluation) are presented through an example of an elementary level reading difficulty. Key indicators are illustrated for each concept, and the process is demonstrated as a cycle returning to the beginning. Though the content presents the reading problem of one 3rd grade boy, the process is generalizable to a variety of subjects and levels of instruction. The "Assessment" film is 10 minutes while the others are 5 minutes each. They may be used separately or in a sequence to overview the entire process. Films may be used in self-instruction carrels or as group discussion foci. Four films 16mm/color/5-10 min. Also available in Super 8mm format. Completion time — 3 hours.

EVALUATION: Students are asked to respond to written episodes indicating if they are examples or non-examples of each concept. Also students identify and explain tasks in their own language but list the key indicators for each concept.

■ TAXONOMY OF BEHAVIORAL OBJECTIVES: AFFECTIVE DOMAIN, D. Igl

DISTRIBUTOR: U of Wis.-Stout
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Names the 5 levels of the affective domain and gives a general description of each; (2) given 10 statements of affective behavior, places each in the proper level of the taxonomy; (3) writes 3 examples of conditions or modifiers for levels 2—5 of the taxonomy; and (4) writes behavioral objectives for levels 2—5 of the affective domain.

DESCRIPTION: Module (52 pages) contains programmed material for achieving each of the above objectives. Format contains description of the material, activities to practice using the knowledge, and a self-test to measure attainment of the knowledge. All needed material is included in the module. Activities require participants to describe levels of the affective domain, classify behavioral statements according to level, and write conditions and behavioral objectives for levels 2—5 of the taxonomy. Completion time — 2 hours.

EVALUATION: Self-tests are included in each section of the module. No other evaluation is included.

■ TAXONOMY OF BEHAVIORAL OBJECTIVES: COGNITIVE DOMAIN, D. Igl and D. Rowling

DISTRIBUTOR: U of Wis.—Stout
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given 10 statements of cognitive behavior, places each in the proper category of the taxonomy without references and within 10 minutes; (2) writes without references, within 10 minutes, a description of the 6 major levels of cognition; (3) names the 6 levels of cognition; (4) writes 3 action verbs for each of the 6 levels of the taxonomy of the cognitive domain; and (5) writes a behavioral objective for each of the 6 levels of the cognitive domain.

DESCRIPTION: Module (59 pages) is programmed text presenting the 6 levels of the cognitive domain of Bloom. Students are required to describe, give examples, write action verbs and behavioral objectives for each of the levels. Material is in the form of a workbook which is to be utilized by participants. Completion time — 2 hours.

EVALUATION: Pre-test and post-test are identical written examinations in which the student lists, describes, gives action verb examples, and writes a behavioral objective for each of the 6 levels.

■ TAXONOMY OF BEHAVIORAL OBJECTIVES: PSYCHOMOTOR DOMAIN, D. Igl

DISTRIBUTOR: U of Wis.—Stout
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Names and describes each of the 5 major levels of the taxonomy for the psychomotor domain; (2) using references, writes 3 statements of conditions for behavioral objectives in levels 3, 4, and 5 of psychomotor domain; (3) using references, writes 2 behavioral objectives for levels 3, 4, and 5 of psychomotor domain; and (4) given 10 statements of psychomotor behavior, classify each into the correct taxonomic level without references.

DESCRIPTION: Module (65 pages) contains programmed material for achieving each of the above objectives. Format contains description of the material to be covered, activities to practice using the knowledge, and a self-test to measure attainment of the knowledge. All needed material is included in the module. Participant describes the levels of the psychomotor domain, writes behavioral objectives for various levels, and classifies various behavioral statements according to level. Completion time — 2 hours.

EVALUATION: Self-tests are included within each section of the module. No other evaluation is included.

■ TEACH FOR TRANSFER, Madeline Hunter

DISTRIBUTOR: TIP
COST: $3.75
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Programmed booklet (93 pages) presents brief, initial discussion of transfer of learning theory through questions and explained responses. Areas of discussion include

importance of transfer, similarity of two learnings, association of two learnings, degree of original learning, essential and unvarying element identification, and factors generating transfer. Teaching theory and procedures are covered with emphasis on daily teaching practice. Recommended booklet use in conjunction with film series "Translating Theory into Classroom Practice."
Part of Series: **Theory into Practice.**

■ TEACH ME HOW I CAN DO IT MYSELF

DISTRIBUTOR: IFB
COST: $390.00
RENTAL: $25.00
LEVEL: E. Ch., Elem.
AUDIENCE: Tea.

OBJECTIVES: Demonstrates by examples the philosophy and practices of the Montessori method of education as total way of life involving child, parents, and teachers.

DESCRIPTION: Documents the philosophy and practices of the Montessori method of elementary education. Photographed at Montessori school in the Netherlands, it shows children being taught by that method. Shows how Montessori method involves child's whole way of life through involvement of parents and teachers, as well as child. 16mm/color/29 min.

■ TEACH MORE — FASTER, Madeline Hunter

DISTRIBUTOR: TIP
COST: $3.75
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Programmed booklet (117 pages) discusses factors in teaching which promote efficient learning through questions and explained responses. Areas included in presentation: planned practice, repetition, motivation, material sequence, learner participation, teacher guidance, transfer and reinforcement. Teaching theories and practices are covered with interpretation emphasizing daily teaching procedures. Recommended booklet use is in conjunction with film series "Teach More — Faster."
Part of Series: **Theory into Practice.**

■ TEACH MORE — FASTER: PART I, Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Film shows application of psychological principles to planning the material to be taught. Areas discussed in film include lesson sequence, material relevance, effect of previously-learned material, relationship between what is and what has been learned, and why some materials can be taught faster than others. Recommended film use in conjunction with programmed booklet: **Teach More — Faster.** 16mm/b&w/29 min.
Part of Series: **Teach More — Faster**

■ TEACH MORE — FASTER: PART II, Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Film reviews and discusses motivation, vividness, material sequence, overt vs. covert learner participation, teacher guidance, ineffectiveness of grades as knowledge indicators, positive and negative transfer, and reinforcement as related to cognitive learning and behavior. These areas are presented in terms of efficient learning behavior. Recommended film use in conjunction with programmed booklet: **Teach More — Faster.** 16mm/b&w/29 min.
Part of Series: **Teach More Faster**

■ TEACH MORE — FASTER: PART III, Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: In this film, Dr. Hunter describes three essential elements of planned practice, how much, how long, and how often to practice. Illustrative lessons on use and abuse of practice theory and discussion of level of aspiration are also presented. Recommended film use in conjunction with programmed booklet, **Teach More — Faster.** 16mm/b&w/29 min.
Part of Series: **Teach More — Faster**

■ TEACHER

DISTRIBUTOR: NEA
COST: $9.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This audiotape (55 min.) is designed to serve as a basis for a complete discussion session. Guides for leaders and model action worksheets are included. Contents include: (1) *Call to Action* — foreword by Helen Bain, NEA President; (2) *A Sixth Grade Teacher Reports* —two approaches tell how a hard approach of incentives and rewards and a soft approach, via social studies, helps students understand themselves and each other in relation to society; (3) *Inquiry —A New Way to Talk* — introduces a process approach to problem-solving which teaches the student to teach himself; (4) *Open Minds in Closed Classrooms* — offers alternatives for the individual teacher to break the traditional boundaries of structure and curriculum; (5) *The North Dakota Story: Thank God, It's Monday* — describes how teachers can organize classrooms so that children want to come early and stay late, and no one watches the clock; and (6) *The North Dakota Story: Implications for Secondary Education* — assesses the potential of the open classroom as a way to broaden secondary education.

■ TEACHER AIDE TRAINING GUIDE FOR CLASSROOM TEACHERS, Claire Duncan

DISTRIBUTOR: Panhandle
COST: $1.25
LEVEL: Elem., Mid.
AUDIENCE: Sub-prof.

OBJECTIVES: (1) Given a series of regularly used school forms, the trainee can complete the forms without error; (2) upon completing a series of practice sessions, trainee can exhibit skills of filing and duplicating; (3) given various audio-visual equipment, trainee can operate it efficiently; (4) trainee can demonstrate skill in producing and displaying materials for exhibition; (5) trainee can give suggested methods of preventing pupil misbehavior and possible reasons for its occurrence; and (6) trainee can demonstrate skill in performing the various tasks involved in assisting with instruction.

DESCRIPTION: In this B-2 Module (104 pages), the trainee works with hypothetical data in completing sample school forms (daily and monthly attendance registers, grade books, report cards, lunch/milk forms); works with pupil folders and resource materials (provided by teacher) to learn filing procedures; and uses prepared master copies to produce legible copies on a spirit duplicator. Trainee also studies instructions to operate media equipment (16mm projector, filmstrip projector, tape recorder, record player, overhead projector, opaque projector, and video equipment) and to produce materials for display (transparencies and bulletin boards). Trainee reads material on discipline, studies selected misbehavior vignettes, and discusses the vignettes with resource person. Trainee also constructs instructional aids (flash cards), reads a story to pupils, and tutors a single student in reading. Included in module are sample forms, instructions and diagrams for operating equipment, vignettes, required readings, a copy of state regulations regarding teacher aides, suggested tasks for teacher aides, a list of other modules prepared for teacher aides, and 3 teacher aide evaluation forms.

EVALUATION: No pre-test or post-test provided. Each ob-

jective is followed by a subjective evaluation of trainee's performance by supervising teacher.

■ TEACHER AIDE WORKSHOP

DISTRIBUTOR: GPT LEVEL: All
COST: $50.00/unit AUDIENCE: Tea., Sub-prof.
$135.00/all 3 units

OBJECTIVES: *Unit 1 for Teachers Aides* who will: (a) explain the appropriate way to question or correct teachers' procedures and actions in the classroom; (b) explain how to use 4 common teaching techniques; (c) explain how to handle problems that commonly occur when teaching a small group of students; and (d) decide when and how to answer an irrelevant or inappropriate student question. *Unit 2 for Teachers* who will: (a) list those teaching and non-teaching duties an aide could perform; (b) practice giving directions and delegating unpleasant responsibilities in an acceptable manner; (c) practice correcting an aide's behavior without offending her or criticizing her personality. *Unit 3 for Teachers and Aides* who will: (a) discuss how to respond to the individual needs of students in specific situations; (b) discuss the philosophies, styles, and disciplinary methods they will use in the classroom; (c) discuss how the aide should handle several specific classroom problems.

DESCRIPTION: Teacher aides are oriented to classroom procedures and their role. Teacher orientation includes what to expect of the aide and extent of responsibility to delegate to him. Unit 1 which is for teacher aides requires 21 minutes for actual audio-visual time plus 3 discussion periods. Unit 2 which is for teachers includes a 15-minute audio-visual presentation and 3 discussion periods. Unit 3 for both teachers and aides has a 22-minute audio-visual presentation with 3 discussion periods. Total workshop time is about 4 hours. Materials for all 3 units include 3 filmstrips, 3 cassette tapes, and 3 monitor's guides.

■ TEACHER AIDES IN THE CLASSROOM

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea., Sub-prof.

DESCRIPTION: This filmstrip-tape presentation (#30) is designed to train both teachers and aides in their appropriate classroom functions. Instructional rather than clerical contributions are stressed. The use of older students as aides is also encouraged. A training checklist for aide activity is provided.

■ TEACHER AND TECHNOLOGY

DISTRIBUTOR: OSU LEVEL: All
COST: $110.00 AUDIENCE: All

DESCRIPTION: The beginnings and history of the impact of technology on education are traced in the opening sequences of this film. A series of pictorially-documented programs follow illustrating some of the ways in which technology is being used to meet the dual problems of masses of students and the need for individualized instruction. Sequences include the Air Force Academy's teacher-centered television program; amplified telephones as used at Stephens College; Brigham Young University's continuous progress school; John Marshall High School, a computer based program; the Valley Winds Elementary School media program — how it relates to a concept of curriculum; the Instructional Resources Center at the University of Miami, Florida; the Ohio State University's dial-access teaching system; and a look at the school of tomorrow and the teachers of tomorrow. James Finn pulls some of the main ideas together. 16mm/b&w/49 min.

■ TEACHER BEHAVIORS, Connie Kravas

DISTRIBUTOR: Washington State LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant: (1) demonstrates understanding of the influence of teacher behavior on student-learning; (2) identifies attitudes about self that may affect his behavior as a teacher in the classroom; (3) identifies some attitudes toward others that may affect his classroom behavior; (4) becomes aware of a variety of effective verbal and non-verbal teacher behaviors; (5) identifies personal, verbal and non-verbal behaviors that he perceives as needing improvement; and (6) demonstrates willingness to participate in activities designed to improve his communication skills.

DESCRIPTION: Module (39 pages) includes rationale for studying teacher behaviors, selections on personal attitudes from suggested bibliography, instructions for participation in encounter sessions, a 134-item interpersonal checklist with directions for its individual use, activities for measuring attitudes toward others, techniques for developing effective teacher behaviors, activities aimed at increasing self-perception, and activities for analyzing non-verbal and verbal behaviors in the classroom. Forms used in teacher behavior analysis by students are included, as well as forms for tallying student-teacher interactions. A bibliography on teacher behaviors, attitudes toward self and others, and teacher behavior techniques is included. Completion time — 10 hours.

EVALUATION: No pre-test or post-test included. Form for student evaluation of module effectiveness is provided.

■ TEACHER-CENTRIC TEACHING METHODS, Clarence Meshack, G. Ray Musgrave, and Evelyn J. Sowell

DISTRIBUTOR: Houston T.C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern learn and practice effective procedures for implementing teacher-centric methods of teaching. More specifically, the module cluster is intended to help the intern become competent in designing, implementing, and evaluating lecture, recitation, and discussion lessons.

DESCRIPTION: The module cluster (6 pages), GEN-003.00 (HOU), consists of two modules: *Lecture and Recitation Lessons* and *Discussion Lessons.* A variety of activities are provided to assist the intern in meeting the objectives of the module cluster. These include: (1) recommended reading; (2) seminar sessions; (3) supervised practice teaching; (4) direct observations; (5) peer teaching sessions; (6) filmstrips — "Relation of Ideas to Communication," "Relation of Interests to Communication," "Relation of Personality to Communication," and "How to Converse"; and (7) intern-designed option.

EVALUATION: Pre-assessment and post-assessment procedures are of 2 kinds: (1) pencil-and-paper tests in which the intern describes: (a) lecture lessons and (b) discussion lessons; and (2) teaching sequences in which the intern plans, teaches, and evaluates a lecture lesson, a recitation lesson, and a discussion lesson.

■ TEACHER-COMPETENCY DEVELOPMENT SYSTEM, W. James Popham and Eva Baker

DISTRIBUTOR: Prentice-Hall LEVEL: All
COST: $199.00 total, or AUDIENCE: Tea.
$7.95 each per 27 modules

OBJECTIVES: Assess present teacher competencies and diagnose areas where development is needed; set goals for these specific areas; and employ supplied materials to improve and evaluate achievement of individual goals and general program goals.

DESCRIPTION: This system is based on competency problems identified in recent research. Modules include programmed self-instruction and evaluation of specific achievement. A series of filmstrips-tapes paralleling booklet topics are available from Vimcet Associates. System contains 7 components: (1) system guidebook which describes the system and its use; designed for supervisors of staff development including suggestions for installing and using the system in various settings; (2) diagnostic pre-test contains items for written self-evaluation of essential teacher competencies which can be developed through the use of the self-instructional booklet modules; (3) personal, profile

sheets which provide progress record allowing teachers to plot performance results for individual competencies on various evaluative instruments; (4) booklet modules on each of the 26 competencies; each module contains 12 copies of a single competency booklet, and each booklet (18-24 pages) contains statement of objectives, mastery test with answers, and a programmed narrative; competency areas specified in the system are: educational objectives, selecting objectives, curriculum rationale, deciding goals, humanizing objectives, affective objectives, defining content, establishing standards, analyzing and sequencing behavior, practice, knowledge of results, purpose, strategies for affective growth, planning, individualizing, discipline, open classroom, teaching reading, evaluation, current education evaluation, accountability, measurement, test-writing, constructing and using performance tests, and instructional supervision; (5) comprehensive mastery test covers all competencies promoted by system-cognitive evaluation; (6) feedback system on how future research is utilized; (7) "Systematic Instruction" monograph by Popham and Baker giving additional resources on background of system. Completion time — 20 hours.

EVALUATION: Competencies are evaluated by written self-assessed examination. Package of diagnostic and mastery tests with profile sheets — $7.95.

■ TEACHER DECISION-MAKING

DISTRIBUTOR: Special Purpose LEVEL: All
COST: $150.00 AUDIENCE: Tea., Adm.
RENTAL: $45.00/3 days

DESCRIPTION: In film lecture presentation Dr. Hunter discusses three groups of daily teacher decisions — academic content, learner behavior, and teacher behavior. Recent research in learning related to the above three areas is also presented and discussed. Recommended film use is in conjunction with programmed booklets: **Motivation Theory for Teachers; Reinforcement Theory for Teachers; and Retention Theory for Teachers.** 16mm/b&w/26 min.
Part of Series: **Translating Theory into Classroom Practice**

■ TEACHER-DIRECTED APPROACH TO TEACHING MATHEMATICS, Evelyn J. Sowell

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To help the intern plan "pre-book" activities, plan and conduct "guided discovery" and "explanatory" lessons, and critique teacher-directed lessons.

DESCRIPTION: The module cluster (8 pages), MAT-004.00 (HOU), consists of 4 modules: (1) *Pre-Book Activities;* (2) *Planning a Teacher-Directed Lesson;* (3) *Teaching a Teacher-Directed Lesson;* and (4) *Critiquing a Teacher-Directed Lesson.* Learning alternatives include: (1) recommended readings, (2) films, (3) seminars, (4) guided practice teaching and feedback sessions, and (5) intern-designed activites.

EVALUATION: Pre-assessment and post-assessment procedures are provided for each module; these consist of: (1) the preparation of a written report, (2) the preparation of a lesson plan, (3) the teaching of that lesson, and (4) the preparation of a written critique of that lesson.

■ TEACHER-MADE TEACHING AIDS, Thomasine Taylor

DISTRIBUTOR: Houston T.C. LEVEL: E.Ch., Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: The purposes of the module cluster are to help the intern: (1) learn how to select teaching aids appropriate to both specific pupils and objectives; and (2) make, use, and evaluate teaching aids appropriate to both specific pupils and objectives.

DESCRIPTION: The module cluster (8 pages), GEN-001.00 (HOU), consists of 3 modules: *Selecting Teaching Aids, Designing Teaching Aids,* and *Making, Using and Evaluating Teaching Aids.* Interns are presented with a variety of learning alternatives: (1) recommended readings, (2) seminar sessions, (3) videotapes, (4) direct observations, and (5) intern designed options.

EVALUATION: Each of the modules contains its own pre-assessment and post-assessment procedures. The first module consists of a test in which the intern matches objectives with teacher-made teaching aids depicted in a series of slides; the second calls for the intern to design a teaching aid; and the third calls for him to make, use, and evaluate the teaching aid he has designed. The criteria to be applied in assessing the intern's competency are clearly specified.

■ TEACHER PROFESSIONALISM AND ACCOUNTABILITY

DISTRIBUTOR: Toledo LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) To list at least 15 distinct teacher roles; (2) list the criteria of a profession; (3) list and explain teacher behavior required to further professionalism; and (4) list and explain trends that can facilitate teacher professionalism.

DESCRIPTION: Module 05 (9 pages) specifies a set of concepts and objectives to be mastered. A specific instructional sequence including game playing, small group discussions, panel discussions, and viewing a slide-tape presentation is provided which is keyed to required materials and readings listed but not provided in the module. The module does include the **NEA Code of Ethics** which is used for objective #3. The instructional sequence is designed for class activities, but it was stated in the module that it could be done individually.

EVALUATION: A pre-test consisting of 4 questions, geared to essay type answers, is included. The pre-test questions also used for the post-test. No objective criteria provided.

■ TEACHER TALKS ABOUT HER CLASSROOM

DISTRIBUTOR: Bank Street Films LEVEL: E.Ch.
COST: $12.00 AUDIENCE: Tea.

DESCRIPTION: A teacher describes her open classroom, classroom routines, methods of solving problems, and the children's work. This description reflects her belief that children learn most from working with materials and need time to get deeply involved. Filmstrip/record/color/24 min.

■ TEACHER/TEACHER AIDE COMPANION TRAINING PROGRAM

DISTRIBUTOR: SCE Lab LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea., Sub-prof

OBJECTIVES: To train teachers and aides to function effectively as a team and in their individual roles in the school environment.

DESCRIPTION: In this program, teachers and aides receive instruction on their respective and complementary roles and an awareness of some differences between the school and home environment. Teacher aides also are given an overview of tendencies in early childhood development. Specific instruction is given in supplementing the teaching of English as a second language. Specific activities that the teacher aides learn to teach include finger-plays and oral reading of stories (in native language or English), plus follow-up activities related to the Oral Language Program. Selected OLP lessons also are taught during micro-teaching. Instruction is by manuals, slide-tape presentations, and transparencies.

EVALUATION: No evaluation is included. This program has been field tested during two school years with positive results.

■ TEACHER'S ROLE IN IMPROVING SCHOOL-COMMUNITY RELATIONS, Charles Branch

DISTRIBUTOR: Panhandle LEVEL: Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Trainee can: (1) establish and maintain communication with parents; (2) enlist parent volunteer assistance in the classroom; (3) enlist the assistance of community resources in the classroom and in the community; (4) given the characteristics of low and middle economic environments, write learning activities for a low economic and middle economic student, using the same learning objective.

DESCRIPTION: In this Middle School Module (33 pages), trainee reads several articles, role-plays home visit, plans specific home visits for 10 students, completes the "Florida Key" for the 10 students, visits students' homes, elicits parents' assistance, and schedules meeting with all the parents. With questionnaire form, trainee compiles a total parent response list and computes percentage of parents willing to help. Other activities include compiling list of community resources, contacting 10 people from the list, separating students into economic categories and writing learning activities based on chart. Assessment instruments, flow chart, questionnaire, home profile charts, and Florida Key are included in module. Appendices are included; they consist of a bibliography and suggested readings.

EVALUATION: Pre- and post-assessment are short self-check items.

■ TEACHER'S VIEW, William Glasser

DISTRIBUTOR: MEDIA FIVE LEVEL: All
COST: $225.00/video-cas., $300.00/film AUDIENCE: Tea., Adm.
RENTAL: $35.00

DESCRIPTION: Staff members from various "schools without failure" gather to share their experiences in beginning class meetings and enrichment programs. A discussion of common difficulties and solutions provides insight to other school systems working toward such a plan. 16mm/color/28 min.

■ TEACHING: A QUESTION OF METHOD

DISTRIBUTOR: IFB LEVEL: High
COST: $75.00 AUDIENCE: Tea.
RENTAL: $6.00

OBJECTIVES: Shows the necessity of questioning beliefs if critical thinking process is to be fostered in child.

DESCRIPTION: Teacher angers parent when he questions infallibility of Bible in lecture on world religions. Parent argues that teacher has no right to challenge the things she has taught her child. Teacher argues that in order to teach a child to think it is necessary to teach them to question. Open-ended conclusion. 16mm/color/6 min.

■ TEACHING A SOCIAL STUDIES MODULE, John E. Bishop

DISTRIBUTOR: Houston T.C. LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To provide the intern with the opportunity to integrate various aspects of social studies teachings into a viable, personal social studies teaching module. The intern will: (1) state a group of instructional objectives for a social studies module; (2) teach that module to a group of elementary school children; (3) justify his objectives in light of the observed behavior of the children during the lessons; and (4) justify his model of teaching using criteria previously developed.

DESCRIPTION: The module (3 pages), SSE-006.00 (HOU), calls for the intern to construct and teach his module, videotape that practice, and critique his performance under the guidance of his team leader.

EVALUATION: The pre-assessment and post-assessment procedures require the intern to design, teach, and evaluate a social studies module; these procedures are quite detailed.

■ TEACHING ABOUT PHYSICS AND SOCIETY

DISTRIBUTOR: Holt, R, W LEVEL: High
COST: $124.00 AUDIENCE: Tea.

OBJECTIVES: Discuss the importance of having students become aware of the impact of science, especially physics, on social concepts and action.

DESCRIPTION: Two Projects Physics directors and two teachers discuss the importance of having students become aware of the impact of science, especially physics, on social concepts and actions. They explain the role of Project Physic's materials in developing these concepts. 16mm/b&w/29½ min.

■ TEACHER AND LEARNING IN THE THREE DOMAINS

DISTRIBUTOR: WILKIT LEVEL: All
COST: $1.50 AUDIENCE: Tea.

OBJECTIVES: (1) Analyze skilled performance in terms of cues, mediation, feedback and correction, and smoothness of action; (2) demonstrate comprehension of: (a) three processes in skill learning, (b) effect of contiguity, practice, feedback, and psychomotor abilities upon learning skills, (c) terms *concept* and *principle* in relationship to intellectual development; (3) demonstrate comprehension of how learning relates to: (a) confronting a situation, (b) identifying goals, (c) trying a response, (d) confirming or not confirming expectations; (4) demonstrate comprehension of personal and group experiences and imitation of models in the learning of attitudes and values; and (5) demonstrate comprehension of the meaning and importance of values and attitudes and the use of methods and models.

DESCRIPTION: The WILKIT #10 (35 pages) has three parts. The first, *Teaching and Learning Psychomotor Skills*, is presented through the student's reading selections from De Cecco, Cronbach, Klausmeir & Ripple and an enclosed article by David R. Cox; completing exercises and questions on reading; developing a project involving skill analysis; and planning for teaching of selected skill. Secondly, *Teaching and Learning Concepts and Principles* is presented through De Cecco, Woodruff, Klausmeir & Ripple readings; corresponding written activities; and peer teaching. The third part, *Teaching and Learning Attitudes and Values*, is presented through Mager, Cronbach, and McDonald readings; module enclosure; and analysis of a film. This part is developed through completion of exercises and thought questions on concepts presented and through designing a plan for teaching an attitude selected by the student. Module utilizes but does not include texts by Cronbach, De Cecco, Klausmeir, Ripple, Mager, McDonald, and Woodruff, and a film designed to change attitudes. Learning experiences and materials included: monograph, "Practice and the Learning Process"; exercises and thought questions; Projects #1, 2 & 3; teaching and critique sheets; peer teaching; film analysis sheet; Model for Improving Acquisition of Behavioral Objectives in the Affective Domain; review seminar; and self-test. Completion time — 20 hours.

EVALUATION: Proficiency assessment: written examination and conference with faculty advisor for discussion of optional self-test, and performance on examination and other required performances indicated.

■ TEACHING ARITHMETIC

DISTRIBUTOR: SMSC LEVEL: E.Ch., Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrates knowledge of mathematics concepts taught at the elementary level and materials used to teach them; (2) demonstrates knowledge of and displays competence in the use of several methods that exist in teaching arithmetic; and (3) independently learns concepts new to participant.

DESCRIPTION: Cluster (22 pages) contains seven compacs. (1) *An Overview of the K-8 Mathematics Curriculum*: participant reads from Buffey, Paige and Welch and evaluates two

commonly used math series according to their objectives, clarity, and thoroughness. (2) *Teaching Numeration Systems* contains assignment to read from supplied bibliography, to distinguish between cardinal and ordinal objects in a set, to illustrate ways of involving students in the learning of these concepts, to identify common errors among students with numbers above 10, and to evaluate the reasons for studying non-decimal numeration systems. (3) *Teaching Whole Number Operations* has students read selections from supplied bibliography on use of manipulative materials, identify from research most effective method of learning subtraction, describe common ways of introducing multiplication of whole numbers, and describe methods of teaching division. (4) *Arithmetic Operations* suggests readings from supplied bibliography and has brief narrative on fractional numbers and symbols to introduce use of fractions and problems related to the teaching of fractions. (5) *Geometry and Graphing:* student attends seminar on graphing, metric and non-metric geometry, and reads from current math publications. (6) *Learning Mathematics by Discovery* contains readings from supplied bibliography so that student can describe expository-discovery continuum of teaching and peer-teach a math concept. (7) *The Tri-Point Progression of Teaching Mathematics* contains selected reading assignments from bibliography so that student can define, summarize, and design ways of using tri-point progression in teaching math.

EVALUATION: Pre-test and post-tests are available and are evaluated by instructor.

■ TEACHING BASIC CONCEPTS

DISTRIBUTOR: ADL-BB
COST: $160.00
RENTAL: $15.00/1 day
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film provides an explanation of various Berieter-Engelman techniques. Presentation and explanation of techniques which enable teachers to teach concepts precisely and to teach children individually and as a group and an introduction to the "task"—a basic teaching unit—is provided. 16mm/b&w/52 min.

■ TEACHING CONTEMPORARY EVENTS AND HANDLING CONTROVERSIAL ISSUES IN SECONDARY SOCIAL STUDIES

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge of teaching contemporary affairs and controversial issues; and (2) demonstrate ability to plan a contemporary affairs lesson.

DESCRIPTION: I-Pac #65 (17 pages) requires student to read and study reference material (not included in pac) on contemporary affairs, controversial issues, and academic freedom and the teacher, and to complete accompanying study guides. The student examines a list of resources for lesson development and prepares a separate report form for each of the 15 items. Finally, the student observes a contemporary affairs lesson, and develops and presents a lesson on current events in a classroom.

EVALUATION: Written examination and conference with faculty advisor on written activities and lesson presentation.

■ TEACHING CREATIVE MUSIC

DISTRIBUTOR: AIMS
COST: $295.00
RENTAL: $30.00/1-3 days
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This film has separate sections dealing with primary, intermediate, and older children. It presents the premise that children of all ages have the potential for creativity and that good teachers provide the setting and opportunities for creative experiences through programs developing challenge and self-confidence. 16mm/color/25 min.

■ TEACHING ENGLISH AS A SECOND LANGUAGE: APPLIED LINGUISTICS, Rosa Kestelman and Susana Maiztegui

DISTRIBUTOR: U. of S. Cal. T.C.
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: After the participant has obtained a sample of a bilingual student's English speech, using the sentence imitation technique, he will diagnose the strengths and weaknesses in phonology, morphology, and syntax and prescribe appropriate instructional activities to further his linguistic effectiveness.

DESCRIPTION: The module (21 pages), BTS-003.03 (USC), calls for workshops, programmed exercises, readings, games, and audiotapes which help the participant investigate the structure of the English language and relate the theoretical aspects of phonology and grammar to the teaching of English as a second language.

EVALUATION: The pre-assessment and post-assessment procedures consists of 2 parts: (1) the diagnosis of a child's proficiency in English phonology, morphology, and syntax; and (2) the development of pronunciation exercises in English utilizing segmental and suprasegmental phonemic contrasts.

■ TEACHING GAMES, Stephen Fischer

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 minutes) discusses simulation games that are designed to yield information or to reinforce information already presented by the teacher. Simulation games yield information, but they also compel an examination of the values and behavior that go into the decision-making process. All aspects of the making and using of simulation and educational games are discussed.

■ TEACHING GRAMMAR AND COMPOSITION, G. Ray Musgrave

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: To enable the intern to become familiar with various approaches to the teaching of grammar and to be able to plan and teach lessons that provide for individual differences within the classroom.

DESCRIPTION: The module (5 pages), LAR-004.00 (HOU), contains several learning alternatives: (1) suggested readings, (2) small group discussions, (3) seminars, and (4) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures include 2 parts: (1) a pencil-and-paper test; and (2) the planning, teaching, videotaping, and critiquing of a grammar lesson.

■ TEACHING HANDWRITING, G. Ray Musgrave

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: To develop an ability to teach handwriting. Six objectives are specified; these call for the intern to: (1) describe a method of teaching children to change from manuscript to cursive writing; (2) describe a method for teaching left-handed children; (3) describe remedial steps; (4) demonstrate an ability to write both manuscript and cursive writing; (5) teach a handwriting lesson according to established guidelines; and (6) plan, teach, and evaluate a handwriting lesson according to specified criteria. The emphasis is on individualization.

DESCRIPTION: This module (4 pages), LAR-001.00 (HOU), includes a number of learning alternatives intended to help the intern meet the objectives: (1) a videotaped sample lesson, (2) selected readings, (3) laboratory sessions, (4) a programmed text and audiotape, and (5) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures are included; they consist of 4 activities: (1) a pencil-and-paper test, (2) a laboratory situation, (3) a videotaped lesson, and (4) a lesson in which the intern's effectiveness is based on pupil learning.

■ TEACHING NUMBER CONCEPTS, Reba Wilcoxson

DISTRIBUTOR: DARCEE
COST: Consult Distributor
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: Filmstrip (79 slides), audiotape, and script depicts the method for teaching numbers in the DARCEE program. Utilizing immediate environments of disadvantaged children in teaching math concepts, the materials focus on the concept preceding the symbol and teach concept by using the environment. Methods include group presentation, one-to-one correspondence, story-telling, games such as dominoes, and individual activities.

■ TEACHING OF READING, Eva Baker

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip tape #14 describes an empirical model applied to the improvement of reading instruction. The viewer learns to describe the model and to identify examples of reading objectives and activities which illustrate the use of this approach. Practice is provided in writing test items which measure reading skills. Instructor's manual is included. Completion time — 30 min.

■ TEACHING OF SCIENCE: A SELF-DIRECTED PLANNING GUIDE — LEVEL M, David F. Butts, Shirley Hord

DISTRIBUTOR: R&D—Tex.
COST: $4.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The user will be able to: (1) plan units of instruction and teach these in a low-ratio situation; (2) write planning guides for units; (3) include materials in a planning guide designed to individualize and personalize instruction; and (4) demonstrate competency in a set of science background skills.

DESCRIPTION: In this self-paced module (346 pages), the student works individually through several exercises selected from 4 of the recently developed new science curricula. For each exercise, planning activities related to the following are included: objectives, instructional activities, appraisal items, and equipment needs. For each of six exercises, the learner prepares a planning summary, experiences a low ratio teaching situation, and participates in a discussion-feedback session. Equipment and resources packaged for each of the self-paced tasks are required, and an instructor's guide is available. Completion time — 35 to 50 hours.

EVALUATION: Science competencies necessary for effective teaching are assessed using pre- and post-appraisal sheets. Low ratio teaching situations follow lesson preparation. Seminars meet for discussion and feedback. Criteria for evaluation are stated. The module has been through 3 extensive field tests with subsequent revision.

■ TEACHING PERFORMANCE TESTS AND EDUCATIONAL ACCOUNTABILITY, W. James Popham

DISTRIBUTOR: Vimcet
COST: $10.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This audiotape addresses a group of educators on the use of teaching performance tests in implementing various schemes of educational accountability. The recording incorporates a series of practical suggestions for using such assessment procedures.

■ TEACHING PHYSICAL EDUCATION, Catherine Jones Williams

DISTRIBUTOR: Grambling T.C.
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: The module contains 12 objectives dealing with 2 major areas of physical education: (1) playground activities and supervision; and (2) safety and accident prevention. These focus on teaching competencies having to do with elementary children.

DESCRIPTION: The module (17 pages) contains a description of instructional activities related to the objectives of the module. Supplementary materials are included; these contain specific practical suggestions.

EVALUATION: A 25-item test is included in the materials.

■ TEACHING PROBLEMS LABORATORY, Donald R. Cruickshank

DISTRIBUTOR: SRA
COST: $680.00 for institutional unit, $7.50 each for participant's
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Program enables participant to have opportunity to practice decision-making in a realistic classroom environment by utilizing simulation of an elementary school in which critical teaching incidents will occur. Participant assumes role of fifth-grade teacher and has opportunity to identify, study, and solve problems actually reported by teachers as being the most troublesome that they face.

DESCRIPTION: Program contains institutional and participant units. Institutional unit contains 2 sound filmstrips introducing teacher to the school environment, the community, and the educational program. Second filmstrip introduces the school and its educational goals; thirty-one critical teaching incidents are portrayed through either movie, written narrative, or role-playing situations. Spirit masters of the twenty problems not on film are supplied along with an extensive bibliography for each of the 31 incidents. A director's guide providing instructions and suggestions for use and sample responses is included. The incidents portrayed are concerned with the disrupting child, homework problems, evaluating objectives, aggressive behavior, media, appropriate reading materials, differentiating instruction for various levels, grading, motivation, discipline, group discussions, administrative trivia, parent-teacher problems, independent study, integrating the isolated child, testing, problems with supervisors, lack of enthusiasm for subject, securing instructional materials, destructive home situations, and working with small groups. Participant's units contain cumulative record folders for each of 31 students in simulated classroom — including personal information, attendance, testing data, previous teachers' comments, and parent-teacher conferences; a copy of faculty handbook; curriculum handbook and audio-visual catalog; reading progress reports on each child; sociograms; and a participant response book providing materials for participant's use including critical incident response sheets, homework papers for a class assignment for use with problems, an AV request form, form for setting up groups, and a behavioral journal for each member of the class. Completion time — two weeks to semester.

■ TEACHING PUBLIC ISSUES: DISCUSSION TECHNIQUES

DISTRIBUTOR: Amer. Ed.
COST: $130.00
LEVEL: High
AUDIENCE: All

DESCRIPTION: In this film Donald Oliver and Fred Newmann demonstrate a variety of discussion techniques with a class of students: Socratic dialogue, role-playing, deliberate group discussion, small group discussion, and class intervention in two-way discussions. Also, enclosed with the film are 10 different sample student unit books with teacher's guides that assist in

involving students — intellectually and emotionally — in vital issues of society. Dramatic stories of people and events, classroom games, role-playing, and similar techniques are employed in a class unit approach to stimulate active class discussions. 16mm/b&w/30 min.

■ TEACHING PUPILS HOW TO SPELL, G. Ray Musgrave

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult-Distributor AUDIENCE: Tea.

OBJECTIVES: To plan and conduct an individualized spelling program for elementary pupils. Objectives call for the intern to demonstrate his ability to diagnose spelling difficulties, find spelling achievement levels, plan instructional activities, teach an individualized spelling lesson, and critique a spelling lesson.

DESCRIPTION: The module (5 pages), LAR-002.00 (HOU), offers 6 sets of learning alternatives; these are coordinated with the objectives specified. The alternatives include numerous recommended readings, videotapes of individualized spelling lessons, seminar sessions, and small group activities.

EVALUATION: Pre-assessment and post-assessment procedures are in 3 parts: (1) a pencil-and-paper test, (2) the critiquing of a videotaped episode, and (3) the planning and conducting of a spelling lesson.

■ TEACHING READING AS DECODING

DISTRIBUTOR: Far West Lab LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To develop teaching skills of instruction in a number of decoding processes, leading to independence in decoding.

DESCRIPTION: Minicourse 18 is a multi-media, self-contained, self-instructional, performance-based experience in teacher education. It consists of 6 instructional 16mm color films, a teacher's handbook, a pupil materials handbook, a diagnostic test booklet, and a coordinator handbook. The teacher develops skills by reading the handbook, viewing the filmed demonstrations of teaching skills, teaching lessons applying the course skills, audio or video recording of lesson, and self-evaluating those lessons on forms contained in the teacher handbook while replaying recordings of the lessons.

EVALUATION: Results of the main field test indicate that teachers who took the minicourse changed significantly in course-approval directions in 83% of the teaching behaviors analyzed.

■ TEACHING READING COMPREHENSION

DISTRIBUTOR: Far West Lab LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To develop teacher competency in teaching reading comprehension.

DESCRIPTION: Minicourse 22 is a multi-media, self-instructional, performance-based package of individually selective teacher education modules on reading comprehension. The course combines research data and authoritative opinion on reading comprehension into teaching behaviors which may be demonstrated, practiced, and self-evaluated. Seven modules comprise the course: (1) *Building Awareness That Printed Words Have Meaning;* (2) *Building Meanings for Linguistic Units (Words-Sentences-Paragraphs);* (3) *Analyzing Organization of Written Materials;* (4) *Framing Questions That Extend Reading Comprehension;* (5) *Applying Flexible Approaches According to Reading Purpose;* (6) *Measuring Reading Comprehension; and* (7) *Selecting Appropriate Content for Reading Comprehension.*

EVALUATION: Three of the seven modules have been tested in the preliminary (first) version. Teacher response has been positive. The small number of teachers in these tests have demonstrated behavior changes in the directions indicated in the modules.

■ TEACHING READING (ELEMENTARY LEVEL), Gerald G. Duffy and George B. Sherman

DISTRIBUTOR: MSU Book Store LEVEL: Elem., Mid.
COST: $3.85 AUDIENCE: Tea.

OBJECTIVES: Twenty-one modules each with specific performance objectives from determining nature and importance of reading to teaching word analysis skills.

DESCRIPTION: A self-instructional workbook which teaches mastery of specific skills in teaching reading. For the exercises in the workbook the student assumes he is a teacher in an inner-city, elementary school. Verbal simulations help to maintain the assumption. The following 21 modules are included in the workbook: (1) *Stating What Reading Is;* (2) *Listing Reading Prerequisites;* (3) *Establishing Realistic Expectations;* (4) *Determining Reading Levels;* (5) *Determining Content and Recreational Reading Abilities;* (6) *Identifying Stages of Developmental Reading Growth;* (7) *Diagnosing Reading Differences;* (8) *Envisioning a Classroom Structure;* (9) *Describing a Systematic Skill Program;* (10) *Teaching a Specific Reading Skill;* (11) *Teaching the Prerequisite Word Recognition Skills;* (12) *Determining How Pupils Identify Words;* (13) *Teaching Sight Word Skills;* (14) *Teaching Word Analysis Skills;* (15) *Identifying Conditions Which Influence Comprehension;* (16) *Teaching the Comprehension Skills;* (17) *Implementing a Systematic Skills Program;* (18) *Using Basal Textbooks;* (19) *Using Content Area Textbooks;* (20) *Using Recreational Reading;* and (21) *Organizing and Managing a Well-Rounded Program.* Completion time — 20-30 hours.

EVALUATION: Workbook contains 5 self-help analysis quizzes, plus a key for the quizzes.

■ TEACHING READING MODULES, Joanne Olson, Eileen Wuycheck and Janith Stephenson

DISTRIBUTOR: Houston LEVEL: Elem., Mid.
COST: $3.50 AUDIENCE: Tea.

OBJECTIVES: Participant will be able to: (1) outline a reading program using a combination of 2 or more methods in which the needs of each child in a group of 30 are met; (2) demonstrate ability to teach a group of children so that the reading needs of each is being met; (3) diagnose each child in the group using IRI or WLT (if practical); (4) diagnose each child using scope and sequence chart; and (5) write and carry out prescription for each child.

DESCRIPTION: Six modules (215 pages) present various methods of teaching children to read. Part I explores the nature of reading. Part II explores the basal reader method. Part III investigates language experiences in reading, Systems 80, and Sullivan's methods of teaching reading. Part IV proceeds with the individualized reading approach. Part V suggests supplementary materials used in reading programs and gives suggestions for organizing a reading program making use of all methods. Part VI includes miscellaneous information on lesson plans, classroom management, word attack skills, readiness and reading, parents, and report cards. An Appendix includes High Interest-Low Interest vocabulary materials. Materials used in the modules are by Fry, Harris, and Zintz with lesser reference made to Ekwall, Heilman, Herr and Wilson's texts.

■ TEACHING SKILLS KIT — CLOSURE, Don Melican, et al.

DISTRIBUTOR: ISU LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To acquire proficiency in using one basic

instructional skill of closure in teaching a concept lesson in a micro-teaching setting.

DESCRIPTION: This module has three major parts: definition, rationale, and fundamental suggestions for closure in lessons. Each part is developed through study of enclosed reading materials which include an excerpt from **Promoting Closures**, cognitive and instructional closure, and the use of closure as feedback. Concept of closure is further developed through enclosed sample lesson plans and suggestions for supplementary reading. A teaching performance scale for teacher and lesson assessment is included for micro-teaching experience.

EVALUATION: By participant teacher and clinical supervisor of micro-teaching experience.

■ TEACHING SKILLS KIT — PACING, Lois Asper, et al.

DISTRIBUTOR: ISU LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To acquire proficiency in using the basic instructional skill of pacing in teaching concept lesson in a micro-teaching setting.

DESCRIPTION: This module (24 pages) has four parts: definition of pacing, rationale (psychology of learning) for pacing, process, and methods and approaches to lesson pacing. Within the third and most extensive part, *Process of Pacing a Lesson*, four elements are presented and developed: assessment of pupil behavior, decision-making in pacing the lesson, transition, and operation. The last part, *Methods and Approaches*, briefly discusses three elements: substantive, environmental, and behavioral. Also included in the packet are the following: abstract, **Social-Emotional Climate Index**; a teaching performance scale for teacher and lesson assessment; and two sample lessons.

EVALUATION: By participant teacher and clinical teacher of micro-teaching experience.

■ TEACHING SKILLS KIT — SET, Horace E. Aubertine, et al.

DISTRIBUTOR: ISU LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To acquire proficiency in using the basic instructional skill of set in teaching a concept lesson in a micro-teaching setting.

DESCRIPTION: This module (24 pages) considers the nature and procedures of the set induction process by providing definition, purposes, operational and construction rules and examples. A teaching skill performance scale is included for the purpose of teacher and lesson assessment. Four sample lessons and a reference bibliography are included.

EVALUATION: Evaluation and analysis of micro-teaching experiences with participant teacher and clinical supervisor.

■ TEACHING SONGS AND RHYTHMS

DISTRIBUTOR: Panhandle LEVEL: E.Ch., Elem.
COST: $2.25 AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can teach a simple rhythm pattern to a class of at least 20 children; and (2) trainee can teach a rote song using a simple rhythm pattern to a class of at least 20 children.

DESCRIPTION: In B-2 module VII-2 (40 pages), the trainee reads selected articles, listens to tape recordings of model lessons, and uses a checklist to evaluate the model lesson. Trainee chooses a rote song, prepares a presentation for a class of children, and then either tape-records or has an independent observer use the checklist to evaluate performance. Included in the module are checklists; two selected articles ("Teaching a Song" and "Teaching a Simple Rhythm Pattern"); reviews of steps for teaching a rote song and for teaching a rhythm; a 2-page bibliography of elementary school music texts; catalogs for ordering recordings, and other teacher resources; and copies of the words and music to a number of rote songs. Audiotape, "Teaching Songs and Rhythms" ($1.75) is included in module price. Completion time — 3 hours.

EVALUATION: Pre-test and post-test are the same. Trainee teaches a song and rhythm, and either self-checks or has an observer evaluate the performance according to certain specified criteria.

■ TEACHING SPEAKING AND LISTENING SKILLS, G. Ray Musgrave

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To ensure that interns are aware of and competent in skills of teaching, speaking, and listening to elementary pupils. The intern is required to demonstrate teaching techniques which promote good listening and speaking; these include both general classroom procedures, as well as specific strategies.

DESCRIPTION: This module (4 pages), LAR-003.00 (HOU), contains several learning alternatives: (1) recommended readings, (2) seminars, (3) videotapes, (4) audiotapes, (5) programmed materials, and (6) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures consist of two parts: (1) a pencil-and-paper test; and (2) the planning, teaching, videotaping, and critiquing of two listening skill and two speaking skill lessons.

■ TEACHING STRATEGIES, Judith E. Henderson and J. Bruce Burke

DISTRIBUTOR: MSU-Col. of Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: All

OBJECTIVES: To recognize, interpret, and analyze each concept as illustrated by the film and accompanying guide. Specific performance objectives for students accompany each film and are listed in the guide.

DESCRIPTION: These are protocol materials to be used in teaching the following concepts: "Operant Learning" (2 films), "Positive Reinforcement" (2 films), "Shaping, Negative Reinforcement, Respondent Learning" (2 films), and "Model Learning" (2 films). All segments are geared for a wide population. They were initially developed for pre-service students in teacher education for a first course in educational psychology. They can, however, be used in graduate courses in learning or psychology. The materials are adaptable to a variety of means of presentation. They have been used in carrels for individual learning and can be used in large lecture sections or in small seminars. Ten films 16mm/b&w/5 min. each. Also available in Super 8 Cassettes: Model 60, A.B. Dick. Student and instructor guides accompany films. Completion time — 6 hours.

EVALUATION: Evaluation measures have been developed which include written objective and essay-type tests. Students are asked to respond in some cases to the film and in others (operant, respondent, and modeling segments) to an instructional film and a test film. Responses are on an objective and production-type test. Where there is no test film, students respond to written examples of the concept. Pre-tests are presently being developed. The criteria for measurement is the students' mastery of the concept, or the ability to produce examples of the key attributes of the concept. Acquisition of the concept is tested by whether or not the student can recognize and produce examples of the concept by labeling and identifying the examples shown.

■ TEACHING STRATEGIES: DECISION-MAKING, Marilyn Currin

DISTRIBUTOR: Syracuse LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Participant examines the processes of decision-

making, becoming familiar with strategies useful in facilitating decision-making and building a repertoire of ways to help children become more aware of decision-making processes.

DESCRIPTION: Module (7 pages) requires student to do the following activities: (1) collect newspaper articles which give examples of decisions by groups or individuals, identifying the aspects of the decision-making process involved; (2) think about personal decisions participant has made, analyzing process of decision-making used; (3) read from Ryan on "Decision-Making"; (4) plan a lesson utilizing a case-study approach for facilitating decision-making; (5) present lesson to peer group; (6) plan a lesson using role-playing strategy; (7) plan lesson using simulation strategy; (8) teach, revise, and present #6 and #7 to children.

EVALUATION: Pre-test and post-test are written essays on decision-making. Post-test adds question on evaluation of the module including an optional written critique.

■ TEACHING STRATEGIES: INVOLVEMENT/ INQUIRY, Marilyn Currin

DISTRIBUTOR: Syracuse
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant becomes familiar with vocabulary of terms involved in inquiry teaching and teaches lessons using inquiry strategies.

DESCRIPTION: Module (6 pages) contains the following activities: (1) read from Ryan, Joyce, Clements, and Taba; (2) view videotape on inquiry teaching and discuss it with peers; (3) plan, present, revise, and reteach inductive lesson; and (4) plan, present, revise, and reteach deductive lesson and a lesson utilizing scientific method.

EVALUATION: Pre-test and post-test are written evaluations on inquiry teaching. Post-test includes critique of module and conference with instructor.

■ TEACHING STYLES I

DISTRIBUTOR: Holt, R, W
COST: $124.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate teaching style utilizing a modified multi-media system for Project Physics.

DESCRIPTION: A teacher in a small rural school shows film of his community, the modified multi-media system used in his classroom, and his students engaged in several activities. 16mm/b&w/29½ min.

■ TEACHING STYLES II

DISTRIBUTOR: Holt, R, W
COST: $124.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate teaching style utilizing group research and working in laboratory activities for Project Physics materials.

DESCRIPTION: A teacher in a suburban school utilizes group research projects, laboratory working activities, and activities with students having many options. A panel discusses with the teacher the advantages and limitations of his teaching style. 16mm/b&w/29½ min.

■ TEACHING STYLES III

DISTRIBUTOR: Holt, R, W
COST: $124.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate teaching style utilizing laboratory work with Project Physics materials.

DESCRIPTION: A teacher demonstrates approach which offers students a diversity of activities including laboratory work. A panel discusses the teacher's style of teaching. 16mm/b&w/29½ min.

■ TEACHING THE DISADVANTAGED, Jeanette Veatch, Ardelle Llewellyn, George Sheviakov and Dan Dodson

DISTRIBUTOR: Listener
COST: $58.00—$69.95
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Give suggestions for practical, utilitarian ways to reach underpriviledged and/or minority children by bringing to the pupils challenges that are both relevant and supportive.

DESCRIPTION: In 5 audiotapes, a 4-member panel discusses the dimensions of teaching the disadvantaged. (1) "Issue in Perspective": identifies and defines problems of teaching the disadvantaged and the school's role in the amelioration of this problem. Explores why teachers look down on disadvantaged and the need for change in teacher and curriculum to change the current situation. (2) "Curriculum": Veatch explains treatment of children as individuals and the role of adults in the change process. Gives suggestions in various areas of the curriculum for involving the children in the learning process. (3) "Teaching and Learning Strategies": Llewellyn identifies strategies which can be used, such as use of questioning, matching style to teaching needs, and suggests ways of cultivating success and excitement in learning. (4) "Discipline": Sheviakov discusses need for simultaneousness of learning and discipline, how to develop love, respect, and understanding of individual children. Discusses use of punishment and self-discipline. (5) "The Community": Dodson describes the community and how it views the teachers as outsiders in their community; how subject matter must be relevant in order to motivate children is also discussed. Stresses need for change in training teachers to overcome their background and minds set against minorities. Completion time — 5 hours.

■ TEACHING THE DISADVANTAGED

DISTRIBUTOR: NEA-ACT
COST: $10.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: This filmstrip is designed to provide a fundamental frame of reference for teaching the disadvantaged child, by depicting the world and education as seen through his eyes. It shows how negative attitudes are built up toward school and how the teacher can be a positive force. It emphasizes the need to avoid stereotypes and to look for the unique characteristics of each individual. Questions include: what are the characteristics of the disadvantaged; what does their behavior mean; what are their learning handicaps; what teaching methods best fit primary, elementary, junior high, and high school students; and what are the problems of each age group. As an aid to further study on the topic, the booklet, **Teaching the Disadvantaged** (33 pages), accompanies the filmstrip. Copies of this booklet may be purchased at $.50 each. A film guide is also included. Completion time — 12 min.
Part of Series: **What Research Says to the Teacher.**

■ TEACHING THE MEANING OF NUMBERS

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate knowledge and application of set theory; (2) demonstrate knowledge and application of cardinal and ordinal numbers; (3) demonstrate knowledge facilitating skills of counting and place value; and (4) demonstrate knowledge of differences between concept of number and numeral.

DESCRIPTION: I-Pac #31 (8 pages) provides the student with information on number meaning through required reading from **Teaching Mathematics in the Modern Elementary School** (Collier and Lerch) and **Multiple Methods of Teaching Mathematics in the Elementary School** (D'Augustine) (texts not included in pac). The student also completes pac worksheets on number meaning.

EVALUATION: Written examination.

■ TEACHING THE ONE AND THE MANY

DISTRIBUTOR: NEA-IPD
COST: $175.00
RENTAL: $10.00
LEVEL: Mid., High
AUDIENCE: Tea., Adm., Lib.

DESCRIPTION: This film was produced under a subcontract with the Hagerman, Idaho, School District; the scene is a rural junior-senior high school. The action is in the Instructional Learning Center illustrating how the faculty and the student body of 180 utilize men, media, and machines to individualize instruction. The film reviews the technology ("hardware") available to schools, but the main emphasis is on the development of "software" — films, videotapes, programmed materials, and the like. 16mm/color/28 min.

■ TEACHING THE SLOW LEARNER

DISTRIBUTOR: Holt, R, W
COST: $275.00/2 films
RENTAL: $56.00/2 films — $28.00 each
LEVEL: All
AUDIENCE: Tea., Sub-prof.

OBJECTIVES: Demonstrate techniques for using non-book materials to teach the slow learner.

DESCRIPTION: Two films demonstrate techniques for teaching slow learners. "Using Graphs, Maps and Picture Cards" (19 min.) uses simulated classroom to teach skill. "Using Slides and Recordings" (23 min.) also uses simulated classroom to demonstrate skill with the slow learner. 16mm/b&w/19 min. and 23 min.

■ TEACHING THE WAY THEY LEARN

DISTRIBUTOR: McGraw-Hill
COST: $195.00
RENTAL: $15.00
LEVEL: All, Spec. Ed.
AUDIENCE: Tea.

DESCRIPTION: Film is based on principle that if a child cannot learn, it is the teacher's responsibility to figure out what level of functioning the youngster is on and start there with materials and procedures to help him take the small next steps in the desired direction. A number of model training sequences are presented in detail — discriminating among sounds, vocabulary development, and developing number concepts. 16mm/b&w/28 min.
Part of Series: The Learning Series.

■ TEACHING UNITS AND LESSON PLANS, W. James Popham

DISTRIBUTOR: Vimcet
COST: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #13 describes recommended elements for the teaching unit and the lesson plan. The viewer is given practice in identifying procedures which are appropriate for lesson plans, teaching units, both, or neither. Instructor's manual is included. Completion time — 30 min.

■ TEACHING WITH THE USE OF A BASAL READER, Thomasine Taylor

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: The objectives of the module cluster include helping the intern to gain knowledge of the structure, content, and purposes of basal programs; to understand their strengths and weaknesses; and to gain competency in teaching a basal reading lesson.

DESCRIPTION: The module cluster (5 pages), REA-003.00 (HOU), consists of two modules: (1) *Overview of Basal Programs;* and (2) *Teaching a Basal Reader Lesson.* The learning alternatives include: (1) recommended readings, (2) a videotape presentation, (3) practice-feedback sessions, and (4) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures are provided for both modules: (1) a pencil-and-paper test; and (2) the teaching of a basal reading lesson. Clearly stated criteria are provided.

■ TEAM ANALYSIS AND PLANNING

DISTRIBUTOR: Bank Street Films
COST: $55.00
RENTAL: $8.00
LEVEL: All
AUDIENCE: Tea., Sub-prof.

DESCRIPTION: The film shows four different schools where teachers and auxiliaries meet to analyze and evaluate their work. In the process they plan what they will change and what they will do tomorrow. 16mm/b&w/17 min.

■ TEAM TEACHING, Kaye Stripling and Bonnie L. Weber

DISTRIBUTOR: Houston T. C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea., Adm.

OBJECTIVES: To familiarize the intern with the processes and operation of team teaching. The intern will: (1) operationally define the term "team teaching," describe at least 4 team teaching patterns, and describe the advantages and disadvantages of team teaching; (2) participate in a team planning session; (3) execute a team taught lesson; (4) assess his performance during the team-taught lesson; and (5) assess the effectiveness of the team-taught lesson. Further, the module is designed to help the intern evaluate whether he functions well within a team setting.

DESCRIPTION: The module GEN-006.00 (HOU) (4 pages) contains several learning alternatives intended to aid the intern: (1) recommended readings, (2) a film, (3) direct observation, (4) guided practice team planning and/or teaching, (5) small group discussions, and (6) intern-designed option.

EVALUATION: The pre-assessment and post-assessment procedures consist of two parts: (1) the intern writes a paper in which he defines the term "team teaching," describes at least 4 team-teaching patterns, and describes the advantages and disadvantages of team teaching; and (2) the intern participates in the planning, execution, and evaluation of a team-taught lesson. Intern performance is assessed by his team leader and Assist and Assess Team; a checklist which could be used in this process is included.

■ TEAM TEACHING AS A FACILITATOR OF THE NONGRADED SCHOOL, L. Jean York

DISTRIBUTOR: Leslie
COST: $2.80
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: User will demonstrate understanding of the: (1) philosophy of learning on which nongrading is based and the distinguishing characteristics of a nongraded school; (2) use of team teaching in the nongraded structure; (3) benefits of nongrading to children and teachers; (4) evaluation of pupil progress in a nongraded program; and (5) role of the teacher and use of materials and physical facilities in a nongraded school.

DESCRIPTION: This self-paced module (76 pages) pertains to the use of team teaching in nongraded schools. First, the study guide tests previous knowledge and provides key to responses which routes the user to other areas in the module. The study section contains a review of selected literature on nongraded school organizations, four programmed lessons on team teaching in graded and nongraded structures, and three films and a tape, each unit with an appropriate listening guide. Additional materials required, but not included, are the films "Why Are Team Teaching and Nongrading Important?" and "Charlie the Golden Hamster" and the tape "Continuous Pupil Progress: Definition, Examples, and Essential Conditions."

EVALUATION: Pre-assessment and post-assessments are both in the form of written tests. The pre-assessment key provides the user with a plan for selecting which sections of the module

to complete. The post-assessment key provides references to various sections of the module in the case of incorrect answers. This module has been extensively field tested.
Part of Series: **Individualized Multi-Media Approach to Study of Team Teaching.**

■ TEAM TEACHING IN THE ELEMENTARY SCHOOL

DISTRIBUTOR: I/D/E/A
COST: $200.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: Practitioners of team teaching at the Matzke Elementary School in Cypress, Texas present the many varied activities, roles, and benefits for students and teachers. Narrated by Principal Kay Killough, the film focuses on the essential characteristics of cooperative planning, teaching, and evaluating — all filmed in actual teaching situations. Success is shown to depend upon close unity, unrestrained teacher communication, and sharing of strengths and instructional responsibilities. Designed as an in-service training device for educators interested or involved in teaching teams, the film forms a strong base for understanding this approach to the teaching of children. The 8-page study guide accompanying the film includes questions and topics for discussion, elaboration on what team teaching means, the benefits for both teachers and children, and methods of grouping children and teachers in team organization. 16mm/color/22 min.

■ TEAM TEACHING ON THE ELEMENTARY LEVEL, Donald J. Murphy

DISTRIBUTOR: BFA
COST: $150.00
LEVEL: Elem.
AUDIENCE: All

DESCRIPTION: Cashmere, Washington is the scene of this experiment in team teaching. The film traces the motivations, plans, and details involved in achieving this approach to teaching, including an extensive summer workshop for teachers. Cashmere's specially designed school building and organized program are graphically portrayed. 16mm/color/14 min.

■ TEAMS FOR LEARNING

DISTRIBUTOR: Bank Street Films
COST: $100.00
LEVEL: All
AUDIENCE: Tea., Subprof.

DESCRIPTION: This film depicts the many roles possible for teacher aides in elementary or secondary schools as they support the teacher in classroom situations, parent conferences, field trips, etc. A large portion of the film portrays planning sessions where the aides and teachers share ideas, discuss feelings, think about individual children, and plan ways to improve learning opportunities. 16mm/b&w/27 min.

■ TECHNIQUES OF NON-VERBAL PSYCHOLOGICAL TESTING, Carl Ross

DISTRIBUTOR: IFB
COST: $250.00
RENTAL: $15.00
LEVEL: E. Ch., Elem.
AUDIENCE: Tea., Couns.

OBJECTIVES: Shows variety of non-verbal psychological testing techniques for young children.

DESCRIPTION: Shows infants and young children with a multitude of physical handicaps and unusual diagnostic categories while they are being tested using a variety of non-verbal testing techniques. Demonstrations include Leiter International Performance Scale, Merrill-Palmer Scale, Peabody Picture Vocabulary Test, and various paper and pencil drawing tests. Narration of testing by Karol Fiehler and Richard Korb. 16mm/color/20 Min.

■ T.E.L.L. — TECHNIQUES IN EARLY LANGUAGE LEARNING

DISTRIBUTOR: AIMS
COST: $215.00
RENTAL: $20.00/1-3 days
LEVEL: E. Ch.
AUDIENCE: Tea., Mothers

DESCRIPTION: The film describes a developmental preschool language curriculum based on environmental assistance that attempts to stimulate, increase, and improve the expressive aspects of two-year-old children's language functioning. The program, involving inner-city people, is pictured both in the pre-school setting and later at home with the mother as she becomes effective in using language techniques. Manual accompanies the film. 16mm/color/17 min.

■ TELLING STORIES TO PUPILS, G. Ray Musgrave

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: E. Ch., Elem.
AUDIENCE: Tea.

OBJECTIVES: To help equip interns with a repertoire of stories which they tell well and which entertain and excite children of elementary school age.

DESCRIPTION: The learning alternatives which are included for this module (3 pages), LAR-005.00 (HOU), include: (1) a programmed text, (2) seminar sessions, (3) audiotapes, (4) practice-feedback sessions, and (6) intern-designed activities.

EVALUATION: Pre-assessment and post-assessment procedures are provided; these consist of two parts: (1) a pencil-and-paper test, and (2) teaching episodes. Pupil perceptions of the intern's effectiveness contribute to decisions concerning the adequacy of the lesson taught.

■ TENSE: IMPERFECT

DISTRIBUTOR: Holt, R, W
COST: $170.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provides realistic stimulus material for discussion of problems of teaching children who are culturally different from the instructor and in maintaining positive atmosphere in classroom.

DESCRIPTION: Teacher whose goal is to help others teaches culturally-deprived children. Despite good intentions, she constantly criticizes students for lack of initiative. When student awkwardly seeks help from her, she loses control and makes him a scapegoat for all her frustrations. Open-ended film ends with teacher wondering how to establish a positive atmosphere again in the class. Study guide available. 16mm/color/12 min.
Part of Series: **Critical Moments in Teaching**

■ TEST

DISTRIBUTOR: McGraw-Hill
COST: Not For Sale
RENTAL: $17.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Film focuses on conflict that arises in a community when an idealistic teacher chooses to resign her position rather than condone cheating in the classroom. Portrays the role of the Home and School Association in providing a middle ground where parents and teachers can meet. 16mm/color/29 min.

■ TEST INTERPRETATION KIT — AN INTRODUCTION TO THE LANGUAGE OF TESTING

DISTRIBUTOR: Carmar
COST: $59.95
LEVEL: All
AUDIENCE: All

OBJECTIVES: To introduce testing terminology.

DESCRIPTION: Testing terms are presented in a simple and utilitarian way. The kit is designed for the person who has had little or no training in test and measurement. The kit contains

4 filmstrips in color; 2 reels of audiotape (each reel contains 2 lessons); and 1 guide and script booklet. Lesson 1: *Raw Score, Percentile Rank, Percentile;* Lesson 2: *Quartile, Mode, Median, Mean;* Lesson 3: *Chronological Age, Mental Age, Intelligence Quotient, Grade Equivalent;* and Lesson 4: *Classification of Intelligence, Interpreting Intelligence Quotients, Interpreting Grade Equivalents.* Completion time — 4 hours.

■ THEORETICAL BACKGROUND, Ray McPhail and Naomi White

DISTRIBUTOR: Syracuse — LEVEL: All
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: Demonstrates selected theoretical concepts of child development and learning through the works of Piaget, Freud, Skinner, and Lewin.

DESCRIPTION: Module (5 pages) contains the following activities: (1) reading from Flavell, Furth, Phillips, Baldwin, and Ginsburg; (2) viewing film on Piaget's developmental theory; (3) attending lectures on Piaget's concept of language development and thought; (4) attending discussion group on Piaget's theories; (5) reading from Baldwin and Hall on Freud; (6) attending lectures and discussions on Freud's theories; (7) reading **Walden II** and other selections about Skinner's ideas; (8) role-play classroom situations in which reinforcement theory is used; (9) attending lectures and discussions on the ideas of Skinner and their implications; and (10) reading from Baldwin, Bigge, and Keach on learning theory.

EVALUATION: Pre-test and post-test are written examinations on knowledge of learning theory. No criteria for evaluation included.

■ THEORIES OF MOTIVATION

DISTRIBUTOR: Bel-Mort Films — LEVEL: All
COST: $6.50 — AUDIENCE: All

DESCRIPTION: In this filmstrip various theories of motivation are considered and illustrated with examples from the classroom (48 frames, color).

■ THEORY OF ARITHMETIC — I, George Johnson

DISTRIBUTOR: Idaho T.C. — LEVEL: Elem., Mid.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: To: (1) thoroughly train an elementary teacher in the arithmetic content taught in the first 8 grades; (2) help the teacher understand the more difficult operations; (3) aid the teacher in acquiring a wealth of mathematical tricks and problems which are highly motivating; and (4) give the teacher some understanding of the type of problems his students will be confronted with in more advanced mathematics courses. Thirty-two objectives are specified.

DESCRIPTION: This module cluster (44 pages), CSM-001.00 (ISU), contains 3 modules: (1) *Sets and Relations;* (2) *The Natural Numbers and the Whole Numbers;* and (3) *The Integers.* The materials contain copies of the test forms. The instructional activities presented include: (1) suggested readings, (2) independent study activities, (3) films, (4) conferences, and (5) intern-designed activities.

EVALUATION: Each module provides both a pre-test and a post-test.

■ THEORY OF ARITHMETIC — II, George Johnson

DISTRIBUTOR: Idaho T.C. — LEVEL: Elem., Mid.
COST: Consult Distributor — AUDIENCE: Tea.

OBJECTIVES: To help elementary teachers understand rational numbers, real numbers, and basic geometry. The module cluster contains 60 objectives.

DESCRIPTION: This module cluster (33 pages), CSM-002.00 (ISU), contains 3 modules: (1) *Rational Numbers;* (2) *The Real Numbers;* and (3) *Elementary Geometry.* Copies of the forms used for assessment are included. Instructional activities include recommended reading, films, conferences, and student-designed options.

EVALUATION: Pre-tests and post-tests are provided for each module.

■ THEY ALL LEARN TO READ, William Sheldon

DISTRIBUTOR: IFB — LEVEL: Elem.
COST: $165.00 — AUDIENCE: Tea.
RENTAL: $12.50

OBJECTIVES: Describe and demonstrate methods of reading instruction based on philosophy that each child should be taught to the extent of his ability.

DESCRIPTION: Film depicts various reading activities: evaluating each child's reading ability, informal testing, reading groups based on ability, and independent instruction at each child's level. Film stresses that every child should be taught to the extent of his ability. 16mm/b&w/26 min.

■ THIS IS THE WAY WE GO TO SCHOOL

DISTRIBUTOR: ADL-BB — LEVEL: E.Ch.
COST: $225.00 — AUDIENCE: Tea.
RENTAL: $20.00

DESCRIPTION: This film shows the differences in three teaching methods: the Bereiter-Engelmann direct teaching method, a method stressing emotional and social development, and a method which concentrates on cognitive learning devised from the work of Piaget. The three models and the findings of High/Scope's experiment show these teaching techniques in actual use. 16mm/color/28 min.

■ THINGS A TEACHER SEES

DISTRIBUTOR: IFB — LEVEL: Al
COST: $250.00 — AUDIENCE: Tea.
RENTAL: $12.00

OBJECTIVES: Demonstrates many of the health problems most frequently experienced by children and shows how teacher observation helps to detect them.

DESCRIPTION: In addition to leading a class along traditional paths, the teacher must be observant and alert to any condition that may prevent a pupil's progress. Shows signals which aid a teacher in the recognition of pupil's physical and emotional problems, how to bring them to the attention of the school nurse, and how to make available the resources of school, home, and community in aiding the child. 16mm/color /19 min.

■ THREE HONORABLE WISHES, Marilyn Miller and Phillip Sleeman

DISTRIBUTOR: IFB — LEVEL: Elem., Mid.
COST: $12.50 — AUDIENCE: Tea.

OBJECTIVES: Motivate teachers and students to be creative in language arts.

DESCRIPTION: Color filmstrip (24 frames, 9 min. 33-1/3 record) has motivation as major purpose. Fourth-graders wrote their version of a Japanese folk tale and illustrated it under the guidance of a supervisor. Story concerns widower fisherman and son who are given 3 wishes by sea dragon as reward for bravery. Serves as example of what can be done in language arts instruction.

■ THREE TEACHING STRATEGIES, Bruce Joyce, Marsha Weil and Rhoada Wald

DISTRIBUTOR: SRA LEVEL: All
COST: $50.00 for total pkg. AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate how to teach children processes by which man uses concepts according to the Taba model; (2) demonstrate how to use group investigation to improve learning and the democratic process in the classroom; and (3) demonstrate use of role-playing for exploring interpersonal relations, interpersonal values, and values conflict.

DESCRIPTION: Each of the three objectives is the focus of a filmstrip/audiotape package. (1) Tape and filmstrip (16 min.) defines, illustrates, and demonstrates the process of concept formation. Phases of concept formation are collection of data, classification of data, and labeling into categories. Classroom interaction is used to illustrate concept learning strategy. The value of concept learning is stressed as being a way to help children get symbolic control over their environment. (2) Tape and filmstrip (18 min.) demonstrate the utilization of Fehlen's (U. of Chicago) strategy for group investigation. Steps are: improve students in puzzling relationship — encounter and reaction by generating puzzlement, explore reaction, discuss differences, and formulate problem; plan inquiry; collect and analyze data; generalize about the data; and recycle activities into all four categories. The teacher's role is perceived as resource person and overseer of activity to keep in on track. (3) Tape and filmstrip (18 min.) demonstrates the utilization of Fannie and George Shaftel's role-playing strategy. Strategy includes warm up — talking about role-playing and identifying problem; select players — avoid stereotypes; set the stage — how to act out; prepare observers — everyone involved and what to look for; enactment — acting out problem situation; discussion — looking for alternatives to one presented; and reenactment and further discussion focusing on personal attitudes. Classroom situation is used to illustrate stages. Role-playing's importance is stressed as enabling children to come to alternative solutions to problem situations.

■ TIME FOR GROWING

DISTRIBUTOR: Met Life LEVEL: E.Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea., Coun.,
RENTAL: Free Sub-prof.,Par.

DESCRIPTION: Second grade students are observed in their daily activities in the classroom. Reactions to various situations make visible individual problems and emotional needs of each child. The superintendent of the Newton Public School System, Newton, Mass., discusses behavior patterns manifested by youngsters and suggests what adults might do to help children with their emotional needs. 16mm/b&w/29 min.

■ TIME IS FOR TALKING

DISTRIBUTOR: Stuart Finley LEVEL: E.Ch.,Mid., Elem.
COST: $200.00 AUDIENCE: Tea., Coun.

DESCRIPTION: This film provides a basic description of mental retardation through activities in a residential camp for retarded children. Counselors, special education students, and parents are shown learning methods of training and teaching retarded children. 16mm/color/23 min.

■ TIME TO MOVE, Lawrence Davis

DISTRIBUTOR: ECP LEVEL: E. Ch., Elem.
COST: $225.00 AUDIENCE: Tea.
RENTAL: $30.00/3 days

DESCRIPTION: This film shows an ordinary classroom utilizing everyday materials and equipment in new ways. The equipment is used with a new program designed to provide healthy social and emotional development of young children. The program has its origins at the Early Childhood Unit of the University Elementary School, University of California at Los Angeles. 16mm/b&w/30 min.

■ TO LIGHTEN THE SHADOWS

DISTRIBUTOR: IFB LEVEL: All
COST: $135.00 AUDIENCE: Tea.,
RENTAL: $9.00 Spec. Ed.

OBJECTIVES: Show how a community organized a special day camp for mentally retarded children stressing the need for recreational opportunities to help develop child to his maximum potential.

DESCRIPTION: Film shows organization of camp for mentally retarded. Camp includes usual supervised recreational activities, but also each child is assigned tasks he can successfully manage. The need for recreational opportunities and continuing educational programs for the retarded child is stressed so that the child may achieve his maximum potential. 16mm/b&w/21 min.

■ TO LIVE ON EARTH

DISTRIBUTOR: NIU LEVEL: Elem.
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This film presents procedures and rationale for implementing ecology into the basic curriculum at the earliest levels of education. Demonstration of the curriculum on ecology in DeKalb County, Illinois elementary schools is provided along with the specific areas of interest for the state of Illinois. Classroom scenes and clips of land sights in the area show the program functions. 16mm/color/20 min.

■ TO TOUCH A CHILD

DISTRIBUTOR: Centron LEVEL: Com.
COST: $145.00 AUDIENCE: Adm., City Plan.

DESCRIPTION: This film dramatizes the community school concept of Flint, Michigan. The school building is used after school for such community activities as a senior citizen's meeting hall, an adult education center, or a neighborhood playground. 16mm/color/29 min.

■ TOWARD AN UNDERSTANDING OF INSTRUCTIONAL OBJECTIVES, Ted Ward and Joe Levine

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This kit contains 4 separate teacher training activities designed to create a total teacher workshop experience in the need, selection, design, and use of instructional objectives. Each activity can be individually used for a single short workshop, or they can be combined in groups to form a longer and more comprehensive training session. Included are directions for the trainer, objectives of the activity, listing of materials needed, and masters that can be processed into worksheets or used as transparencies during the session.

■ TOWARD AN UNDERSTANDING OF PERCEPTUAL-MOTOR PROGRAMS, Nancy Carlson and Joe Levine

DISTRIBUTOR: MSU-Spec. Ed. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

DESCRIPTION: This kit contains 5 separate teacher training activities concerned with the rationale, design, implementation, and evaluation of perceptual-motor programs. Each can be individually used for a single short workshop, or they can be combined in groups to form a longer and more comprehensive training session. Included for each activity are directions for the trainer, the objectives of the activity, a listing of materials needed, and masters that can be processed into worksheets or transparencies for use during the session. A general introduc-

tion to provide the trainer with an overview of perceptual-motor programming and a comprehensive bibliography are included.

■ TOWARD INQUIRY — TEACHING EARTH SCIENCE

DISTRIBUTOR: EBE
LEVEL: Mid., High
COST: $75.00
AUDIENCE: Tea.

DESCRIPTION: Film examines the investigative teaching approach developed by the Earth Science Curriculum Project including frank opinions of junior and senior high school earth science teachers and students involved in this method. An actual classroom demonstration shows how the teacher becomes the prodder, stimulator, and director of inquiry. Teachers will find this a useful film in weighing the pros and cons of this teaching approach. Sponsored by American Geological Institute. Collaborator: John S. Shelton, Chief Adviser, ESCP Film Series. 16mm/b&w/21 min.

■ TRAINING PROGRAM FOR MOTHERS, Reba Wilcoxson

DISTRIBUTOR: DARCEE
LEVEL: E. Ch., Elem.
COST: Consult Distributor
AUDIENCE: Tea.

DESCRIPTION: Filmstrip (56 slides), audiotape, and script pictures the training of mothers in the intervention studies of the DARCEE program. Focus is on what the mother can and cannot do in the training of her child. DARCEE project is in low-income housing projects utilizing the mothers in the classroom as participants in the learning process. Mothers used as aides, readers, and proctors for independent work. Script included to be used with the slides.

■ TRANSFER OF LEARNING

DISTRIBUTOR: Bel-Mort Films
LEVEL: All
COST: $6.50
AUDIENCE: Tea.

DESCRIPTION: This filmstrip (46 frames) examines various theories which attempt to explain transfer. It shows how the modern theory has influenced the content and methods used by teachers.

■ TRANSFER OF LEARNING

DISTRIBUTOR: WILKIT
LEVEL: All
COST: $1.50
AUDIENCE: Tea., Adm., Coun. Sub-prof.

OBJECTIVES: (1) Demonstrate comprehension of concept of transfer; (2) analyze four theories of transfer in terms of how they influence teaching; (3) demonstrate comprehension of six types of responses that may be expected to transfer; (4) demonstrate and analyze specified concepts within the area of transfer; (5) demonstrate comprehension of the psychological basis of teaching machines and programming; and (6) display comprehension of the use of mechanical devices to improve learning experiences.

DESCRIPTION: WILKIT #8 (31 pages) has five areas: (1) transfer of learning, (2) sets, (3) retention, (4) forgetting, and (5) technology. The first four areas are presented through readings from Cronbach, Klausmeier & Ripple, and Bugelski. The student studies readings, completes short experiments and thought questions, studies enclosed module on retention and transfer, writes a plan in individual area based on model, and presents plan to a group of peers. The last area, technology, is presented through Bugelski and Travers' readings and completion of exercises and thought questions concerning the material. Module utilizes, but does not include, the following texts: (1) Bugelski, (2) Cronbach, (3) Klausmeier & Ripple, (4) Travers; plus an audiotape for student review. Materials and learning experiments include: (1) *Experiment I — Transfer and Learning, and Experiment II — Acquisition and Retention;* (2) exercises and thought questions on (a) retention and transfer, and (b) technology and practice in learning; (3) Model for Encouraging Retention and Transfer"; (4) critique forms for peer teaching; (5) note sheet for review; and (6) self tests. Total pages — 31. Completion time — 15 to 20 hours.

EVALUATION: Self-test on (a) transfer of learning, sets, retention, and forgetting; and (b) technology and review seminar. Proficiency assessment: written examination and conference with faculty advisor for discussion of examination and other performances required.

■ TROGMOFFY

DISTRIBUTOR: Holt, R, W
LEVEL: All
COST: $350.00 (2 films)
AUDIENCE: Tea.
RENTAL: $25.00 (2 films); $15.00 each

OBJECTIVES: Demonstrate a number of techniques to develop decoding skills through the use of phonics and sight vocabulary.

DESCRIPTION: Two films introduce Trogmoffy who is a large, orange-furred, barrel-shaped creature from Saturn. It is intelligent, but unable to speak in human terms. Students must decide how to teach it to write English. Films give examples of techniques which can be used. Study guide included. 16mm/color/14 min. each.

■ TROUBLE WITH THE LAW

DISTRIBUTOR: Learning Corp. of America
COST: $250.00
LEVEL: College
RENTAL: $25.00
AUDIENCE: Tea.

OBJECTIVES: To stimulate discussion of the laws of society, justice, and the individual.

DESCRIPTION: This film, edited from the motion picture, "Pursuit of Happiness," presents: the problems and issues concerning the legal process and justice, individual rejection of the law, personal values and attitudes, and legal institutions and trial procedures versus personal values and commitments. The story tells of a young college student who is involved in an automobile accident in which he kills an old woman. He is charged with vehicular homicide and is tried and convicted. During the trial his lawyer attempts to coach him on personal behavior and appearance that should be effective in securing an acquittal. The college student, however, maintains that his behavior is irrelevant and that his innocence is the issue. After his conviction, he escapes on impulse from the courthouse before he can be taken to jail. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.
Part of Series: Searching for Values: A Film Anthology.

■ TROUBLED CAMPERS

DISTRIBUTOR: Harvard Med Sch
LEVEL: All
COST: Consult Distributor
AUDIENCE: All, Parents

DESCRIPTION: The purpose of this film is to develop understanding of disturbed children through observation. The film is taken at Camp Wediko and depicts the characteristics of emotionally-disturbed children by following the campers through everyday routines. Counselors at the camp demonstrate an accepting manner which is an attempt to build a trust bond between the children and themselves. Varying degrees of success are evident as the film portrays success with some of the children and less satisfaction with others. 16mm/b&w/16 min.

■ TUESDAY: A DAY IN THE LIFE OF AN I.G.E. UNIT, PARTS I AND II

DISTRIBUTOR: I/D/E/A
LEVEL: Elem.
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: To describe the planning, managing, and organizing involved in individualizing instruction through the system of Individually Guided Education (I.G.E.), and to facilitate this process for those who view the films.

DESCRIPTION: This film demonstrates the planning sessions and organizational strategies used by a single IGE unit. The film is stopped periodically and the viewer is asked to think about and list such points as: (1) possible unit meeting times, skills, and talents available in the viewer's unit; (2) the ability of each teacher to manage skillfully; and (3) ways to help children participate in planning their learning programs. Teacher planning time is discussed as essential to an effective program, and suggestions are made to provide more of such time for teachers. Identification of problems in unit operation is discussed and the viewers identify problems in their units and develop a plan to solve them. 16mm/color/28 min.

■ TUTORIAL TECHNIQUES AND SCHOOL RECORDS

DISTRIBUTOR: WILKIT
COST: $1.50
LEVEL: All
AUDIENCE: Tea., Super.

OBJECTIVES: (1) Plan and utilize tutorial activities with a student in terms of behaviorally stated objectives; (2) use techniques which will assist pupil in evaluating his achievement; (3) be an empathetic counselor to the pupil and use praise and constructive criticism; (4) demonstrate ability to collect information for case study; and (5) conduct parent-teacher conference.

DESCRIPTION: WILKIT #57 (71 pages) is meant to serve as the initial teaching experience in a teacher education program. It consists of 4 sections: (1) reading background materials on tutoring; (2) tutoring one pupil for a minimum of 12 sessions; (3) holding a simulated parent-teacher conference; and (4) writing a case study on a pupil. Materials utilized, but not included in WILKIT, are readings from Ginnot, Garry, Straug & Morris, and Russell Sage Foundation. Materials included are: monograph, "What is Tutoring" (13 pages); 15 Report Logs; evaluation forms; application for tutorial experience; sequence of tutoring activities; case study outline; and "Parent-Teacher Conferences" (18 pages). Learning experiences include two conferences with advisor at the conclusion of tutoring experience. Completion time — 20 to 25 hours.

EVALUATION: Report Logs, self evaluation form, and teacher-student evaluation form act as criteria for assessing progress. Proficiency assessment includes cooperating teacher evaluation and faculty conference at which Report Logs, teacher-student evaluation, case study, and parent-teacher conference are assessed.

■ TUTORING

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Lists desirable qualities of tutor, the goals of one-to-one tutoring, and the differences between social and object reinforcement; and (2) prepares and teaches micro-class of peers utilizing the Southwest Regional Laboratory technique for tutoring and observing tutors in action.

DESCRIPTION: In module I:D-6 (16 pages), student conducts minimum of two 10-minute tutoring sessions. Student has choice of discussing topic with instructor and peers, reading from supplied bibliography, or reading supplied narrative. Readings are utilized but not supplied. Module includes a paper (8 pages) describing one-to-one tutoring and its goals and methods and an observation scale for evaluating the skill. Completion time — 15 hours.

EVALUATION: Pre-test is self-evaluated, written examination; micro-lesson is evaluated by Southwest Regional Lab Observation Form which is included. Post-test is alternate form of pre-test.

■ TV KIT FOR THE HEARING IMPAIRED

DISTRIBUTOR: SRMCD
COST: Consult Distributor For Loan
LEVEL: All, Special Ed.
AUDIENCE: Tea.

DESCRIPTION: Kit designed for classroom use to familiarize pre-service teachers with classroom television and its uses. Provides not only instruction in the physical operation, but gives imaginative examples for supplementing methods in classroom. Kit has six components: (1) "TV . . . Nothing New" — film used as introduction to the kit for purpose of motivation; gives four examples of creative use of television for the deaf. (captioned version available) 16mm/color/13 min.; (2) handbook — to be used as kit guide for the teacher trainer stating objectives and instructions for the kit; (3) handbook — to be used as instruction guide and text for participant; explains application and physical operation of television equipment; includes visual aids; (4) videotapes — two tapes give detailed operations of Concord, Panasonic, and Sony machines (20 min. each); (5) slide/audiotape — three slidetapes cover same material as presented in #4 with the addition of the Sony portable machine; (6) "TV — The Electronic Mirror" — color slide/audiotape presentation on adapting ETV programming for use in classrooms for the deaf; also includes example of TV-use to improve communicative skills. Kit contains evaluation form for documenting user and audience reactions.

■ TWENTIETH CENTURY DEVELOPMENTS, R. Freeman Butts, William F. Russell

DISTRIBUTOR: Coronet
COST: $97.50/b&w; $195.00/color
LEVEL: All
AUDIENCE: All

DESCRIPTION: Forces and personalities affecting educational development in the twentieth century are described. Topics covered in the film include: the industrial revolution; influences of Herbart, Binet, Dewey, Thorndike, and others; beginnings of junior high school and graduate education; the building of central, consolidated schools; federal aid to education through the depression; the G.I. Bill; and recent Supreme Court Decisions. 16mm/b&w or color/16 min.
Part of Series: Education in America.

■ TWO ENGLISH LANGUAGES, F. Elizabeth Metz

DISTRIBUTOR: NETCHE
RENTAL: $20.00
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Videotape (30 minutes) discusses disadvantaged children who have learned a non-standard type of English in the home and need conversational skills in standard English. According to Metz, children must first learn to listen and speak the language correctly before they can be expected to read and write the language. Curricular changes in the primary grades and new methods of teaching standard English to disadvantaged children is discussed.

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■ UNDERSTANDING AND USING THE MYERS BRIGGS TYPE INDICATOR, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle
LEVEL: All
COST: $.70
AUDIENCE: Tea.

OBJECTIVES: (1) The teacher trainee will understand personality type theory as demonstrated by his ability to predict with 75% accuracy the MBTI type formula of 6 persons; (2) by using MBTI analysis, the teacher trainee will plan personality-

referenced activities for students and for himself; and (3) the teacher trainee will identify with 90% accuracy what activities promote the development of judgement or perception processes of students.

DESCRIPTION: This module (83 pages) requires the teacher trainee to engage in a variety of activities including reading, application of the system, self-tests, interactions with other students, and graph construction. Most materials are included within the module. A reference for one reading, not included, is listed. Study continues until the student is prepared for the post-assessment.

EVALUATION: The pre-assessment is composed of 4 subjective yes-no questions, indicating the trainee's perceptions of his own ability to meet the objective of the module. The post-assessment is the same as the pre-assessment.

■ UNDERSTANDING CHILDREN'S ART EXPRESSION, Ruth Freyberger

DISTRIBUTOR: IFB
COST: $19.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Presents steps in development of space and figure concepts and the developmental level in children's art expression.

DESCRIPTION: Three filmstrips in series along with manual. (1) "Development of the Space Concept" (24 frames, color, $6.00) identifies the steps a child progresses through from an early object-naming scribble to the final space concept — the horizontal line. (2) "Development of the Figure Concept" (24 frames, color, $6.00) presents the steps a child progresses through from an early scribbled representation of the human figure to a later more carefully planned, realistic portrayal. (3) "Developing Levels in Children's Art Expression" (47 frames, color, $7.50) coordinates the child's concept of figure and space in terms of 5 basic developmental levels. Completion time — 1 hour.

■ UNDERSTANDING INTELLIGENCE AND INTERPRETING IQ, Thomas Clayton

DISTRIBUTOR: Syracuse
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant gains clearer understanding of the concepts associated with intelligence by demonstrating knowledge on written test and by interpreting simulated record.

DESCRIPTION: Module (19 pages) contains two activities: (1) viewing film, "What Do I Know About Benny," and discussing it with peers; and (2) reading enclosed paper on intelligence (10 pages). Paper defines intelligence, discusses the implication of intelligence theory, and provides information on intelligence testing.

EVALUATION: Pre-test is multiple-choice and true-false test on intelligence with a 67% score required for passing. (Self-scored). Post-test is alternate form of test with additional questions requiring analysis of a cumulative record of a student. Criteria for evaluation of the analysis is not given; objective segment is self-scored.

■ UNDERSTANDING INTERGROUP RELATIONS, Jean Grambs

DISTRIBUTOR: NEA
COST: $80.00 for total program
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Package is designed to stimulate discussion and examination of attitudes through the use of the components. (1) Filmstrip, "Understanding Intergroup Relations: A Person-to-Person Experience," includes day-to-day intergroup activities under normal conditions in classrooms of nearly equal ethnic mix and demonstrates the importance of developing realistic attitudes and of understanding human relations in all types of schools. (Printed script included; cost — $16.00) (2) Booklet, "Understanding Intergroup Relations," features guidelines to practice in intergroup education, research advances, and basic concepts; research references are included. (Cost — $.35) (3) Cassette tape includes I "People Power Does It"; II "The Role of Teachers and Administrators"; and III "What State and Local Associations Can Do to Encourage Better Human Relations." Tape I presents high school students informally discussing the importance of good student-teacher relationships in a potentially explosive atmosphere. Tape II presents teachers and administrators from intergroup relations programs commenting on teacher preparation for coping with racial problems, dealing with racial incidents, and diagnosing intergroup tensions pointing out differences between elementary, junior and senior high school students. Tape III discusses how local and state organizations can improve intergroup relations through systematic action plans, human relations committees, and strong classroom teacher representation on the state and local levels. Suggestions for use of the 3 tapes is included. (Each tape costs $9.00 if purchased separately.) (4) Overhead transparencies include: Set One, "Guidelines for Program Development" (4 transparencies, 10 color overlays), and Set Two, "Guidelines for Classroom Teachers" (4 transparencies, 11 color overlays). Set One focuses on the entire program, and Set Two concentrates on its implementation. (Set One — $28.50; Set Two — $29.50)
Part of Series: What Research Says to the Teacher.

■ UNDERSTANDING THE GIFTED

DISTRIBUTOR: Churchill
COST: $240.00
LEVEL: All
AUDIENCE: Tea., Adm., Coun.

DESCRIPTION: This film observes gifted children from the fourth grade to twelfth grade in a series of interviews and group discussions. The film intends to present some of the distinguishing characteristics of the gifted student by contrasting him with the overall school society. It points out both the positive and negative aspects of being gifted and outlines basic ways in which the educational program can be modified to meet their needs. 16mm/color/33 min.

■ UNDERSTANDING THE PHYSICAL DEVELOPMENT PROCESSES OF THE TRANSESCENT, Mouse Shoup

DISTRIBUTOR: Panhandle
COST: Consult Distributor
LEVEL: Mid.
AUDIENCE: Tea.

OBJECTIVES: (1) Given appropriate study materials, trainee can list at least 10 physiological characteristics of the transescent student; (2) trainee can identify 25 incidents in the classroom which are related to pre-adolescent physiological characteristics; and (3) to the satisfaction of 2 peer panel members, trainee can make several appropriate classroom adjustments based upon physiological characteristics.

DESCRIPTION: In this Florida Middle School Module (23 pages), trainee is a member of a team or peer panel. Trainee reads article, "A Child in Change," records important facts from this article, and discusses it with other members of the team. Other activities include: (1) describing a utopic classroom environment for the transescent student; (2) identifying characteristics which would assist students' adjustment; (3) identifying 5 problems of the transescent students; and (4) offering possible solutions to those problems. Assessment instruments, answer keys, bibliography, and articles are included in module.

EVALUATION: Pre-assessment includes 3 short-answer items with answer key provided. Post-assessment instrument is the same.

■ UNIQUE CONTRIBUTION

DISTRIBUTOR: EBE
COST: $150.00
LEVEL: All
AUDIENCE: All

DESCRIPTION: Considers the elements in motion pictures that do a unique job in teaching and examines the cinematic

devices which contribute to the well-researched and expertly produced educational film. Presents several outstanding examples of educational films. Maurice B. Mitchell, Chancellor, University of Denver and former President of Encyclopedia Britannica, narrates the film. This film is available for showing without charge to boards of education, PTA groups, civic organizations, audio-visual classes. and other educational activities. 16mm/color/30 min.

■ UNIT MEETING

DISTRIBUTOR: I/D/E/A
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea., Adm.

OBJECTIVES: To describe the content of a unit meeting in a school involved in Individually Guided Education (I.G.E.) and note some of the frequent problems encountered.

DESCRIPTION: The film describes the elements of a unit meeting: the agenda, unit leader, and participating teacher. The technique of brainstorming is demonstrated. Common destructive behaviors are shown with suggestions for handling them. Teacher strategies and teacher assignments are discussed. The film is stopped at several places when an assignment is given to the participants viewing it. First, viewers must brainstorm on a given topic of discussion, tape their session, and critique it. They also discuss the various destructive behaviors and how they are to be handled. They discuss a specific task assignment and which teacher, according to strengths and weaknesses, would be assigned it. As final project, the viewers are given a specific topic for a unit of study and assigned to brainstorm, plan, tape, and critique their efforts. 16mm/color/28 min.

■ UP IS DOWN, Millie Goldsholl

DISTRIBUTOR: Pyramid
COST: $100.00
RENTAL: $10.00
LEVEL: All, Col., Adults
AUDIENCE: All

OBJECTIVES: To stimulate discussion on society and the presence of love, hate, understanding, prejudice, individuality, and conformity.

DESCRIPTION: This partially animated film portrays the problems of a boy who walks on his hands and sees things differently from others in his community. The boy-hero is subjected to extensive treatment and remediation; when "made well," he sees things the "right way," but immediately flips back on his hands when he finds that the opposite view of love is hate, understanding — prejudice, individuality — conformity, etc. Film is dedicated to Martin Luther King, Jr. 16mm/color/6 min.

■ USE OF COMMUNITY RESOURCES

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Lists examples of categories of resources, examples of guest speakers, appropirate field trips, sources of materials, community agencies, Mexican-American organizations in El Paso area, and need for the use of community resources.

DESCRIPTION: In module I:D-9 (29 pages), the student has a choice of discussing resources with instructor and peers, making an independent community survey, or reading material provided in the module which surveys local resources. Material in module is paper (17 pages) describing utilization of four types of community resources: visiting speakers and resource people, field trips, materials, and agencies. Completion time — 5 hours.

EVALUATION: Pre-test is self-graded, written examination. The post-test is an alternate form of pre-test with same grading criteria.

■ USE OF MULTI-SOURCES AND DATA BANKS IN THE SOCIAL STUDIES, John E. Bishop

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: The purpose of this module is to aid interns in developing knowledge about and skill in using multi-sources and data banks in teaching social studies.

DESCRIPTION: The module (3 pages), SSE-005.00 (HOU), offers several learning alternatives: (1) a seminar which focuses on the construction and use of data banks, (2) two audiotapes, (3) independent study activities, and (4) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures are in two parts: (1) a pencil-and-paper test in which the intern discusses data banks, their value, and their attributes; and (2) the construction, use, and evaluation of a data bank.

■ USE OF ROLE PLAYING, BUZZ GROUPS, DRAMATIZATION, INDEPENDENT TASK GROUPS, DISCUSSION GROUPS, AND BRAINSTORMING, Gordon Lawrence, et al

DISTRIBUTOR: Panhandle
COST: $ .70
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given appropriate study material, the teacher trainee will identify the characteristics of role-playing, dramatization, buzz groups, open discussion groups, independent task groups, and brainstorming; (2) the teacher trainee will identify the kinds of learning that role-playing, dramatization, buzz groups, open discussion groups, independent task groups, and brainstorming facilitate in a learning situation; and (3) the teacher trainee will demonstrate appropriate use of two or more of these techniques.

DESCRIPTION: This module (17 pages) gives the teacher trainees written instructions concerning activities associated with the module's objectives, in terms of definitions and application. The teacher trainees are then required to design and implement instructional situations involving these activities. All instructional materials needed for module completion are included.

EVALUATION: The pre-assessment is composed of matching items and a matrix to complete. An answer key is included. The post-assessment involves correctly implementing two of the strategies in a classroom situation as judged by a peer panel.

■ USE OF SIMULATION GAME

DISTRIBUTOR: Holt, R, W
COST: $135.00
LEVEL: High
AUDIENCE: All

DESCRIPTION: Using **The Market Game**, an economic simulation, the film illustrates how a simulation technique can teach an abstract concept. Students take roles of buyers and sellers in a competitive market to bring concrete meaning to the concept of market. 16mm/b&w/22 min.
Part of Series: **The Uses of Media for Teaching Inquiry in the Secondary Social Studies.**

■ USE OF STANDARDIZED TESTS BY TEACHERS, Norman Wallen

DISTRIBUTOR: APT
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Explain the nature, values, and limitations of standardized tests for the classroom teacher.

DESCRIPTION: Two tapes (one hour each) by Wallen are answers to questions commonly asked concerning standardized tests. Includes definition of standardized tests, their advantages

and limitations, their usefulness in the classroom, the nature and purposes of IQ tests, and a discussion of minority groups' performance on these tests. Tract included which contains suggestions for tape usage by teachers. Completion time — 2 hours.

■ USE OF TRANSPARENCIES

DISTRIBUTOR: Holt, R, W
COST: $162.00
LEVEL: High
AUDIENCE: All

DESCRIPTION: Edwin Fenton demonstrates the use of transparencies as a teaching tool in the secondary social studies. Through the use of transparencies, he focuses on and facilitates the cognitive skill of hypothesizing about what caused the rise of Hitler. 16mm/b&w/22 min.

Part of Series: **The Uses of Media for Teaching Inquiry in the Secondary Social Studies.**

■ USES OF MEDIA FOR TEACHING INQUIRY IN THE SECONDARY SOCIAL STUDIES

DISTRIBUTOR: Holt, R,W
COST: $870/6 films,
LEVEL: High
AUDIENCE: Tea., Lib.
RENTAL: $163.00/Total; $28.00 each

OBJECTIVES: Demonstrate the use of transparencies, picture cards, simulations, data banks, recordings, and filmstrips as teaching tools in secondary social studies.

DESCRIPTION: Six films demonstrate use of 6 types of media: transparencies, picture cards, simulation games, data banks, recordings, and filmstrips in the secondary social studies classroom. Uses simulated classrooms as demonstrations. 16mm/b&w/27 min.

■ USING BEHAVIORAL OBJECTIVES, Elizabeth A. Collins

DISTRIBUTOR: Panhandle
COST: $.65
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Given a list of objectives, trainee can identify those which are stated in behavioral terms; (2) given a list of behavioral objectives, trainee can label words describing performance, conditioning, and performance levels; (3) given a list of learner's objectives describing outcomes, trainee can classify each one according to the domain with which the behavior is associated; (4) given an area of teaching responsibility, trainee can construct at least 5 objectives with 3 domains represented; and (5) given teaching responsibility, trainee can validate at least three instructional objectives to satisfaction of a participating teaching team.

DESCRIPTION: In this B-2 module II-1 (40 pages), trainee reads programmed text, views filmstrip-tapes, follows practice procedures, and critiques practice writing exercises. Trainee also writes objectives for classroom instruction and validates objectives by planning, carrying out, and evaluating instructional activities based on these objectives. Worksheets, assessment instruments, and answer keys are included in this module. Articles, films, and filmstrips are not included. Completion time — 5 hours.

EVALUATION: Pre-assessment is 14 self-check items. There is no post-assessment for this module. Pre- and post-tests are included for specific objectives with answer keys provided.

■ USING CLASSROOM INSTRUMENTS (TOY INSTRUMENTS) IN MUSIC, Samuel D. Miller

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: To design and teach a successful lesson involving the use of classroom instruments, folk instruments, or orchestral instruments.

DESCRIPTION: The module (4 pages), MUS-007.00 (HOU), provides for several learning alternatives: (1) several independent study activities, (2) suggested readings, (3) consultation with the instructor, and (4) intern-designed activities.

EVALUATION: The pre-assessment and post-assessment procedures call for the intern to design and teach a lesson involving the use of classroom, folk, or orchestral instruments; criteria to be used in assessing the lesson are provided.

■ USING CLOSED CIRCUIT TV

DISTRIBUTOR: Bel-Mort Films
COST: $6.50
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: Many different uses of closed-circuit TV being made by college, high school, and elementary teachers are examined in this filmstrip. (45 frames, color)

■ USING CONVENTIONAL MEDIA: USE OF STILL AND MOTION FILM IN THE CLASSROOM

DISTRIBUTOR: Scott
COST: $160.00/individual set contents priced separately.
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) To identify procedures for proper film use in the classroom and the uses for film in different instructional situations; and (2) to explain specific photographic techniques.

DESCRIPTION: This multi-media set is designed to emphasize use of film for instructional purposes. Standards for film utilization — including 16mm motion films, filmstrips, and film-loops — are presented and developed through participant study of enclosed materials. Set contents include: (1) instructor's manual; (2) filmstrip and accompanying cassette — "Filmstrip Usage" (26 frames) which presents types and care of filmstrips and projectors; (3) motion picture, "Using Motion Film in the Classroom" (16mm or 8mm/color/10 min.), which demonstrates various motion picture techniques and classroom application; (4) overhead transparencies; and (5) student manuals. Available separately: filmstrip at $8.00, accompanying cassette at $6.00, and motion picture film at $125.00.

■ USING HIGH ORDER QUESTIONS, Bruce McMillan

DISTRIBUTOR: Panhandle
COST: $.50
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: In a classroom situation, trainee can ask students questions in the following categories: memory, translation, interpretation, application, analysis, synthesis, and evaluation.

DESCRIPTION: This B-2 module V-2 (19 pages) has as a prerequisite the Florida module called **Question Upgrading Improvement Package (QUIP).** Trainees team up to work through this B-2 module. Trainee reads the input packet, writes 3 examples of questions in each category, and submits these examples to teammate to be evaluated. Trainees use the model paper and the self-test as a guide in critiquing examples. In a classroom situation (with no less than 5 students), trainee presents a lesson and asks questions in each of the 7 categories. This session, which is audio or videotaped, is critiqued by trainee and teammate using the model paper as a guide. Answer key, input packet, self-test, and model paper are included in this module. Completion time — 3 hours.

EVALUATION: Pre- and post-tests are the same and consist of a performance situation. Evaluation of trainee's performance is accomplished by teammate using the model paper and taped session as a guide.

■ USING INFORMAL DIAGNOSTIC TESTS IN READING SKILLS, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C.
LEVEL: E.Ch.,Elem.,Mid.

COST: Consult Distributor AUDIENCE: Tea., Super.

OBJECTIVES: Student will be able to: (1) administer, record, interpret the Sucher-Allred Recognition Test; (2) determine instructional level of a small group of at least 3 children with Sucher-Allred Oral Reading Test; (3) administer, record, and interpret results of a word analysis test; and (4) based on results of diagnosis, student will prepare reading profile for a small group of children he will instruct.

DESCRIPTION: Module (53 pages) is designed to help student acquire diagnostic skills in examining reading behavior. Learning activities include: reading from Zintz, Sucher-Allred test manuals, word analysis inventory, and observation checklists; viewing demonstrations of test administration; listening to audiotapes of children taking tests and reading results; administering 3 tests with 3 groups of 3 children each (observed by instructor and evaluated); and preparing profiles of groups for reading instruction. Enclosed are directions for administering tests, copy of Recognition and Word Analysis tests, checklists, and inventory sheets.

EVALUATION: Post-assessment includes evaluation of observation checklists, Word Analysis Inventory, and administrative sessions.

■ USING INFORMAL DIAGNOSTIC TESTS OF READING SKILLS

DISTRIBUTOR: Panhandle LEVEL: Elem.
COST: $3.40 AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can identify necessary reading skills; (2) trainee can correctly administer an informal diagnostic reading test; (3) trainee can correctly record and interpret test results; (3) given a taped reading selection, trainee can record the reading errors in a prescribed symbolic form; and (5) trainee can design, in writing, a teaching strategy for one child based on previous diagnosis.

DESCRIPTION: In B-2 module VI-3 (73 pages), the trainee studies written materials included in the module; administers informal reading surveys (samples are in the module); records the results on forms (in the module); interprets the results in terms of reading grade; works with audiotapes and records the reading errors made using symbolic form; and designs a teaching strategy using previous diagnoses and incorporating knowledge already gained from learning modules — **Evaluating Learning and Instruction** and **Using Performance Objectives**. Module includes all reading material, copies of the diagnostic instruments, forms for recording results, and worksheets. Audiotape, "Administering an Informal Reading Test" ($1.75), is included in module price. VTR tape "Administering an Informal Reading Test" (½" Sony) is available on loan. Only the audiotape, "Crossroads," needs to be ordered, and a tape recorder secured. Completion time — 15 hours.

EVALUATION: Pre-test is a 4-item, objective, self-check instrument. Self-study questions are included at the end of each objective as the trainee proceeds through the module. Post-test on each objective is included; to assess performance objectives, resource person uses observation checklist; for other objectives trainee matches responses with master copy for evaluation.

■ USING INSTRUCTIONAL MATERIALS IN TEACHING MATHEMATICS, Evelyn J. Sowell

DISTRIBUTOR: Houston T.C. LEVEL: Elem., Mid.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To introduce interns to instructional materials for teaching mathematics. Upon achieving the objectives of the module cluster, the intern should be able to: (1) state clearly his reasons for using particular materials in the teaching of mathematics; and (2) determine a sequence in which use of materials is based on the children being taught and the type of learning experience which is planned.

DESCRIPTION: The module cluster (6 pages), MAT-001.00 (HOU), consists of two modules: (1) *Types of Learning Experiences* and (2) *Using Instructional Materials*. The learning alternatives within each module include: (1) recommended readings, (2) 6 films, (3) seminar sessions, (4) practice-feedback sessions, (5) a self-checking exercise, and (6) intern-designed activities.

EVALUATION: Both modules contain pre-assessment and post-assessment procedures. The first is a pencil-and-paper test, while the second calls for a written report.

■ USING PERSONAL KNOWLEDGE OF STUDENTS, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $ .70 AUDIENCE: Tea.

OBJECTIVES: Trainee will (1) seek personal knowledge of his students by several means, and (2) incorporate personal knowledge of his students in planning and conducting learning activities.

DESCRIPTION: In this module (13 pages), the teacher trainees are required to become familiar with student names and interests and design a teaching unit involving these student interests. The module is concerned with techniques involved in remembering student names, learning of interests and so forth. All instructional materials necessary for the module are included.

EVALUATION: The pre-assessment requires the teacher trainee to show a peer panel, orally or in writing, that he can satisfy the specific objectives of the module. The post-assessment is the same as the pre-assessment.

■ USING REINFORCEMENT THEORY IN THE CLASSROOM, Tom Nagle, Paul Richman

DISTRIBUTOR: San Diego T.C. LEVEL: E. Ch., Elem.
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: Given a problem child, the student will apply principles of reinforcement theory to correct a difficulty.

DESCRIPTION: In this module (2 pages), a contract is made between student and instructor in which task and criteria for assessment are agreed upon. Student will identify behavior to be changed and new behavior that will replace it. He will devise strategy to facilitate new behavior and reinforce it. He will determine how to extinguish old behavior. Student should keep an anecdotal record of his efforts to be turned in as a case study report. See also **Reinforcement Theory into Practice**, the module which precedes this one.

EVALUATION: Negotiated by contract.

■ USING SOCIODRAMA, Gordon Lawrence, et al.

DISTRIBUTOR: Panhandle LEVEL: All
COST: $.70 AUDIENCE: Tea.

OBJECTIVES: (1) The teacher will identify the elements and outcomes of a sociodrama; and (2) the teacher will design and implement a sociodrama in an instructional situation.

DESCRIPTION: This module (30 pages) requires the teacher trainee to read short descriptions of sociodramas dealing with rationale, construction, and outcomes. The teacher trainee then designs and implements the technique as a part of instruction. All instructional materials are included in the module.

EVALUATION: The pre-assessment is composed of discrimination, true-false, and multiple-listing items. An answer key is included. The post-assessment requires discrimination, true-false, and application through actual teaching. The first two item types have an answer key, while the application is judged by a peer panel.

USING TEACHER ATTENTION TO MODIFY BEHAVIOR, Carl E. Hornsby and Doris Bridgeforth

DISTRIBUTOR: Curr. Imp. C. LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate approval responses for reinforcing appropriate attending behavior; (2) relate approval to specific student responses; and (3) demonstrate ability to redistribute teacher attention to eliminate interfering behavior.

DESCRIPTION: This multi-media module (32 pages) develops behavior modification principles of teacher attention for teachers of exceptional children. This module introduces and develops concepts through the following student activities: reading specified materials; viewing instructional model lessons and completing accompanying checklists; planning, teaching, and evaluating 3 30-minute classroom sessions for audiotaping; planning, teaching, and evaluating 3 follow-up classroom sessions for audiotaping; and planning and completing accompanying forms for reinforcing responses, approval strengthening, attending behavior, and redistribution of teacher attention. Instructional model lesson not included in module. Completion time — 3 days.

EVALUATION: Self-evaluation of all written work, audiotapes, and reteaching segments.

Part 3 of Series: Educourse I: Attending Behavior: Skills for Teaching Exceptional Children.

USING TEACHING PERFORMANCE TESTS FOR INSTRUCTIONAL IMPROVEMENT AND SKILL ASSESSMENT

DISTRIBUTOR: Vimcet LEVEL: All
COST: $17.00 AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #20 provides specific suggestions for using teaching performance tests. Suggestions are offered for either instructional improvement by helping the teacher become better at the task, or skill assessment and evaluation of the quality of a teacher's instructional activities.

USING THE CLASSROOM FILM

DISTRIBUTOR: EBE LEVEL: All
COST: $120.00 AUDIENCE: Tea.

DESCRIPTION: Demonstrates accepted methods of teaching with classroom films. Follows the teacher as he selects and previews the film, prepares the film lesson, and guides classroom discussion before and after screening the EBE film, "Wheat Farmer." Portrays basic techniques and possibilities of teaching with film. Produced with the cooperation of the Laboratory School of the University of Chicago. 16mm/b&w/24 min.

USING THE LIBRARY

DISTRIBUTOR: Panhandle LEVEL: All
COST: $2.65 AUDIENCE: Sub-prof.

OBJECTIVES: (1) Trainee can use the card catalog to locate books and filmstrips by title, author, and subject indicated; (2) trainee can use the Dewey Decimal System to select and locate books from the card catalog; (3) trainee can identify an 8mm film loop, a 16mm film, a filmstrip, an audiotape, a transparency, a record, and a magazine picture; and (4) given a set of pictures of an 8mm film loop projector, a 16mm film projector, a tape recorder, a filmstrip projector, an overhead projector, an opaque projector and a record player, the trainee can match the audio-visual material to the appropriate equipment.

DESCRIPTION: In B-2 module I-7 (35 pages), the trainee listens to tapes and studies visuals in order to become more aware of materials in the library. The trainee also completes worksheets and programmed sheets, and studies actual catalog cards and manual found in library. Module includes one master set of Blow-Up Wilson Catalog Cards, masters for a set of Lotto cards, and master copies for old worksheets. Audiotape, "Using the Library" ($2.00), is included in module price. Trainee is directed to use certain materials not included in the module, but which can be ordered at a minimal cost (audiotape, a pamphlet, and a book).

EVALUATION: Pre-test is a crossword puzzle game (key included). Post-test is a fill-in-the-blank, objective quiz requiring locating and listing of books, filmstrips, and other media. After completing each specific objective, the trainee has practices and test situations structured in game form.

USING THE OSCILLOSCOPE

DISTRIBUTOR: Holt, R, W LEVEL: High
COST: $124.00 AUDIENCE: Tea.

OBJECTIVES: Demonstrate the basic uses of the oscilloscope utilizing Project Physics material.

DESCRIPTION: Two teachers discuss the basic uses of the oscilloscope for calibration, timing, and demonstration. They consider: uses of various controls, calibration of a xenon strobe, checking the speed of a camera shutter, displaying beats between two audio oscillators and two ultrasonic oscillators, using Lissajous figures to measure unknown frequencies, and use of two-axis modulation. 16mm/b&w/29¼ min.

UTILIZATION OF SCIENCE EQUIPMENT, Kenneth Ricker

DISTRIBUTOR: Georgia LEVEL: All
COST: Consult Distributor AUDIENCE: Tea.

OBJECTIVES: To identify and utilize science equipment and related materials that can be used to illustrate basic science ideas and/or to conduct learning activities.

DESCRIPTION: Module (26 pages) contains 3 units dealing with electricity, magnetism, and microscopic study. Each unit contains lab practicum on use of the needed science equipment and individual and group instruction on use of the equipment. Readings are suggested, and a bibliography of material is included.

EVALUATION: Evaluation of demonstration of ability to use equipment by instructor.

UTILIZING FIELD TRIPS FOR LEARNING, Don H. Bernard

DISTRIBUTOR: Panhandle LEVEL: Elem., Mid.
COST: $ .60 AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can demonstrate knowledge of teaching methods that utilize field trips by scoring 75% or higher on a written evaluation; and (2) trainee can demonstrate the use of skills and attitudes in performing a field trip by selecting, organizing, taking, following-up, and evaluating a field trip with a group of children.

DESCRIPTION: In this B-2 module VII-7 (66 pages), trainee reads information sheet on field trips, views filmstrip and works practice problems, and decides upon a topic in a field trip. Trainee selects, plans, and appraises a trip, and shares the appraisal and plan with teammate for clarification and discussion. Trainee follows up the trip with students and writes an evaluation of the total experience. Included in this module are assessment instruments, answer-keys, information sheet, appendices which include suggestions for local and long-distance field trips, guidelines for field trips, policies and regulations, transportation procedures, field trip forms, and bibliography. Filmstrip, "The School Journey" and local school and county field trip policies are not included in this module.

EVALUATION: Pre-assessment is a 5-item, self-check instrument with answer key provided. Post-assessment includes 2 instruments. One is evaluation checklist used after the field trip. The other instrument is 20 multiple-choice and short-answer questions with answer key provided.

UTILIZING PHONICS AND WORD ATTACK SKILLS

DISTRIBUTOR: Panhandle
COST: $1.05
LEVEL: Elem.
AUDIENCE: Sub-prof.

OBJECTIVES: (1) Given language materials in sound, picture or printed form, trainee can identify consonants and consonant blends; (2) given language materials, trainee can identify the vowels in their long and short forms; (3) given a written list of words containing diagraphs and diphthongs, trainee can identify each form represented; (4) given language materials, trainee can differentiate between sounds occurring in the initial, medial and final positions; (5) given language materials in printed form, trainee can identify syllables of words; and (6) given language materials in printed form, trainee can identify prefixes, suffixes, and roots in words.

DESCRIPTION: In B-2 module I-4 (64 pages), the trainee listens to recordings, studies manuals, completes worksheets, and prepares and practices with charts and teaching aids. Trainee is directed to use materials outside the module (manuals, recordings, filmstrips, and assorted texts); included in the module are 22 worksheets and their keys. Resource person is required to help the trainee in securing materials and to examine materials constructed by trainee.

EVALUATION: Pre-test is a 25-item objective evaluation (true-false and multiple choice questions), self-check according to key. Post-test is optional and same as pre-test.

UTILIZING THE COMPREHENSIVE READINESS PROGRAM, Don H. Bernard

DISTRIBUTOR: Panhandle
COST: $1.40
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Trainee can demonstrate ability to set up centers of learning in a first-year classroom by outlining the centers to be included, and by listing the materials needed to equip each; (2) trainee can demonstrate knowledge of both student and teacher performance by role-playing and describing the following activities: activities with the walking beam, balance board activities, chalkboard activities, physical exercise, locomotor activities, games involving movement patterns, and activities involving perceptual development; (3) (optional) trainee can construct and gather materials needed for setting up centers of learning; and (4) (optional) trainee can set up own first year classroom to use the CRP.

DESCRIPTION: In this B-2 module VII-4 (31 pages), trainee carries out activities with another teammate. Trainee reads CRP booklet, plans a classroom and diagrams centers in it, lists items to be included in each, and studies the five developmental stations in the CRP booklet. Also, trainee lists activities for each station, constructs necessary materials, and demonstrates selected activities in a role-playing situation. Activities involving the optional objectives include constructing and gathering items listed in objective 1 and 2, equipping class with materials for learning centers, practicing the readiness activities, and inviting an outside observer who is experienced in CRP to evaluate trainee's program. Assessment instruments and instruction for games are included in this module. The CRP booklet, perceptual training sticker designs, parquetry blocks and block designs are not included in this module. Sources for obtaining these materials are listed in the module. Completion time — 5 hours.

EVALUATION: Pre-assessment consists of ten descriptive items. Guidelines for descriptions are provided in the CRP booklet. Post-assessment consists of evaluating trainee's performance with teammate according to guideline provided in the CRP booklet. No pre- and post-test on specific objectives.

V

VALUE CONFLICT AMONG SCHOOL ROLES

DISTRIBUTOR: Toledo
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea., Adm.

OBJECTIVES: (1) Given descriptions or simulations of interactions involving pupils, teachers, parents, and administrators, trainee can correctly identify the roles interacting; (2) given descriptions or simulations of interactions, trainee can correctly identify value indicators present; (3) given descriptions or simulations of interactions, trainee can correctly identify the value rich areas illustrated; and (4) given descriptions or simulations of interactions, trainee can correctly identify the valuing criteria evidenced.

DESCRIPTION: In module 03 (8 pages), the trainee listens to professor's introduction of the module, views a film, participates in discussion seminars, and reads two selected articles (included in module). The trainee works with other trainees in forming teams for presentation and videotaping of role-play situations; after the presentation of the role-plays, trainee completes a School Role Value Conflict Observation Sheet (included in the module). The trainee is directed to view the "Critical Incidence" film, but no information is given for securing the film.

EVALUATION: A pre-test is mentioned but is not included within module. Post-test is also not included but is described as a multiple-choice test correlated to novel videotaped instances of value conflict and level of performance criteria are specified. Module has been revised three times. Still being field tested.

VALUES EDUCATION: A SOCIAL STUDIES IMPERATIVE

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Demonstrate knowledge of: (1) values of today's youth; (2) teacher's role in value issues; and (3) value analysis and teaching strategies.

DESCRIPTION: I-Pac #67 (9 pages) requires students to read and study recommended materials (not included in pac) on values, youth, and teaching strategies for values. Student also listens to 5 contemporary recordings (including "Woodstock," "Hair," and "Easyrider") and completes accompanying study guides. The student develops and demonstrates a lesson plan utilizing a value-teaching strategy.

EVALUATION: Written examination and conference with faculty advisor on written work and lesson demonstration.

VARIOUS PERCEPTIONS OF AUXILIARIES AT WORK

DISTRIBUTOR: Bank Street Films
COST: $55.00
RENTAL: $8.00
LEVEL: High
AUDIENCE: All

DESCRIPTION: Administrators, students, and auxiliaries discuss their widely-differing and strong feelings on the contribution of aides to an inner-city high school. 16mm/b&w/16 min.

VERBAL — BEHAVIOR CLASSIFICATION SYSTEM

DISTRIBUTOR: CERL
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This 33-page, self-teaching pac introduces and explains the CVC system through an inductive approach to basic principles. The participant works with eight basic terms and their symbols and then utilizes the process in an information-presentation/testing/practice format. Additional process

and substance rules, data tabulation, and practice matrices are included for participant utilization.

EVALUATION: Self-evaluation through written work in pac.

■ VERBAL INTERACTION IN THE COGNITIVE DIMENSION, Celeste Woodley

DISTRIBUTOR: Univ. of Colo. LEVEL: All
COST: $80.00 AUDIENCE: Tea.

OBJECTIVES: The objectives of this protocol materials unit on verbal interaction are to help pre-service teachers: (1) recognize verbal interaction in the cognitive dimension; (2) identify a unit of analysis useful for interpreting relationships in verbal interaction; (3) differentiate generally between teacher verbal behaviors that are transaction or task-oriented and those that are role-expectancy oriented; (4) differentiate generally between student responses that are productive and those that reproduce or conform to the teacher's expectations; (5) hypothesize relationships between teacher verbal behaviors and student responses in interaction dealing with the cognitive domain; and (6) analyze teacher openness as a variable in interaction.

DESCRIPTION: This unit is based on 15-minute, 16mm, black and white, sound film (kinescope) showing 3 classroom episodes, each of which is edited into very short segments for interpretation of verbal interaction. The unit also includes a guide (19 pages including transcripts), student materials (9 pages including transcripts), and a criterion test. Each of the 3 classroom episodes is edited into very short segments, each segment containing a basic teacher question or statement and a student response. First, pre-service teachers are introduced to the analytical framework used by MacDonald and Zaret in their study. Students view the first and second episodes of the film and classify the teacher and student verbal behaviors. They use the definitions supplied in the MacDonald-Zaret analytical framework as a guide to classify broad teacher verbal behaviors as transaction-oriented or role-expectancy-oriented and students responses as productive or reproductive. The segments are repeated in the film with overprint descriptors added, so those viewing the episodes can check their own perceptions and refine their understanding of open and closed behaviors on the part of teachers and students. The third of the 3 episodes purposely changes the familiar unit of analysis and instead asks students to predict responses. The segments are edited in the film so predictions from one segment can be confirmed in subsequent segments. No overprint is used in the third episode. It may serve as both a criterion test for understanding of the concepts inherent in this unit or as a resource material for rethinking the relationships posited between open verbal statements of the teacher and student response. Completion time — 2 hours.

EVALUATION: Field test results and recommended student evaluation measures included in instructor's guide.

■ VERY SPECIAL PLACE

DISTRIBUTOR: Bank Street Films LEVEL: Elem.
COST: $75.00 AUDIENCE: Tea.
RENTAL: $7.50

DESCRIPTION: The film graphically shows the teacher-child relationships established by child-centered teaching in four different classrooms. 16mm/b&w/16 min.

■ VIOLENCE: JUST FOR FUN

DISTRIBUTOR: Learning Corp. of America LEVEL: College
AUDIENCE: Tea.
COST: $250.00
RENTAL: $25.00

OBJECTIVES: To stimulate discussion of the issues surrounding excitement and entertainment through violence.

DESCRIPTION: This film, edited from the motion picture "Barabbas," presents: the tradition of violence in entertainment; the relationship between violence and pleasurable excitement; violence as instinct, learned behavior, or both; institutionalized violence; and the effects of mass behavior upon individual scruples. The story deals with the gladiators and the Roman spectators who thrive on the violence and blood of their entertainment. One gladiator, victorious over his opponent, refuses to kill him, and the crowd clamors for the victor's death. The elation of the crowd over the pleasure experienced through these acts is demonstrated. A study guide with film synopsis, exercises for classroom use, questions for discussion, suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.
Part of Series: Searching for Values: A Film Anthology.

■ VISUALIZATION — A KEY TO READING

DISTRIBUTOR: Soundings LEVEL: Elem
COST: $325.00 AUDIENCE: Tea.,Reading Specialists, School Psychologists
RENTAL: $25.00

DESCRIPTION: This film shows innovative methods for testing and developing the visual skills required for reading. The film focuses on Brian, a fourth grader who is not yet reading. Brian's lack of skill with visual imagery is diagnosed through "The 3-D Test for the Skill of Visualization." The film describes the developmental program which enables Brian to learn to read. This program consists of motor-sensory experiences which enhance the curriculum, integrate the sensory channels, and build a positive self-concept. A Teacher's Guide is included. 16mm/color/25 min.

■ VISUALIZING EDUCATION, C. Caleb Gattegno

DISTRIBUTOR: NETCHE LEVEL: All
RENTAL: $20.00 AUDIENCE: Tea.

DESCRIPTION: Three videotapes (30 minutes each) use illustrated examples to show how television is capable of solving difficult and vast educational challenges. (1) "Visually Solving a Non-Visual Problem" attempts to challenge and provoke fresh thinking about an old problem. (2) "Seeing is Knowing" uses Gattegno's pop-up films to demonstrate techniques that can be used to solve reading problems. (3) "A Great Deal Out of a Very Little" illustrates another way of using television to solve educational problems.

■ VISUAL PERCEPTION AND FAILURE TO LEARN

DISTRIBUTOR: AIMS LEVEL: Elem., Mid.
COST: $150.00 AUDIENCE: Tea., Parents, Therapists

DESCRIPTION: This film shows a series of sequences in which children with visual-perception disabilities in classroom situations in the Frostig Center attempt various learning tasks. Disabilities in visual perception, causes for disabilities, deleterious effects, and some training techniques are presented and discussed. Study guide and separate information booklet accompany the film. 16mm/b&w/20 min.

■ VISUAL PERCEPTION TRAINING IN THE REGULAR CLASSROOM, Marianne Frostig and David Horne

DISTRIBUTOR: AIMS LEVEL: Elem.
COST: $150.00 AUDIENCE: All

DESCRIPTION: This film written and produced by Marianne Frostig and David Horne demonstrates how a program for training in visual perception can be integrated with the regular public school curriculum at the kindergarten and early elementary levels. The techniques and principles demonstrated also

apply to Head Start programs. The film shows how visual training should (1) proceed step-by-step, (2) involve the use of three-dimensional materials and training in body awareness and directionality, as well as two-dimensional pencil and paper exercises, and (3) include integrated use of both receptive and expressive language skills. Included with the film is a booklet to be used as a supplement for additional information concerning visual perception training. 16mm/b&w/23 min.

W

■ WALLS

DISTRIBUTOR: Holt, R, W
COST: $140.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for discussion of how to motivate students for independent work.

DESCRIPTION: Teacher tries to expose high school students to type of independent study they will meet in college. Students fail to do assignments on own, and teacher is left with question of finding way to make students respond. Study guide available. 16mm/color/10 min.
Part of Series: Critical Moments in Teaching.

■ WAVES

DISTRIBUTOR: Holt, R, W
COST: $96.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate use of overhead projector and audible sound sources in explaining a variety of wave phenomena using Project Physics materials.

DESCRIPTION: Two teachers use an overhead projector and audible sound sources to demonstrate how the ripple tank can be used to show a variety of wave phenomena, including interference effects, the production of standing waves, and the behavior of ultrasonic waves. 16mm/b&w/24 min.

■ WAVES, MODULATION AND COMMUNICATION

DISTRIBUTOR: Holt, R, W
COST: $83.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate how modulation of a sinusoidal wave can be used to communicate information through the use of turntable oscillators, tunable coil-capacitator circuits and a microwave generator using Project Physics materials.

DESCRIPTION: Two teachers demonstrate with three different pieces of equipment — a pair of turntable oscillators, a pair of tunable coil-capacitator circuits and a microwave generator— how modulation of a sinusoidal wave can be used to communicate information. 16mm/b&w/18¾ min.

■ WAY IT IS

DISTRIBUTOR: NET
COST: $200.00
RENTAL: $12.00
LEVEL: All
AUDIENCE: Tea., Adm.

DESCRIPTION: A vivid documentary shows what one junior high in Bedford-Stuyvesant section of Brooklyn is doing in the ghetto. Workers with a New York University special learning project are shown in classrooms, teachers' meetings, and visits with parents. Moderate success in reaching the children is achieved only when many different approaches are adopted. 16mm/b&w/60 min.

■ WE CAN GROW

DISTRIBUTOR: ACI
COST: $160.00
RENTAL: Available
LEVEL: All
AUDIENCE: All

DESCRIPTION: Film depicts school life of physically handicapped young children and how they learn, play, and adapt to their handicaps. Illustrates support which can be given by others. Various techniques — braille, lip-reading, physical therapy, etc. — enter into learning process. Film has less clinical orientation than affective. 16mm/color/13 min.

■ WELCOME TO THE THIRD GRADE

DISTRIBUTOR: Holt, R, W
COST: $170.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for discussion of motivation and teacher-pupil interaction.

DESCRIPTION: Student has been told to repeat the third grade. His old teacher, who tutored him all year, is leaving the school. Open-ended film concludes with new teacher wondering how to handle the situation. Study guide available. 16mm/color/12 min.
Part of Series: Critical Moments in Teaching.

■ WHAT DETERMINES A CHILD'S READING COMPREHENSION? Jonnie B. Hill, Audrey F. Chung

DISTRIBUTOR: San Diego T.C.
COST: Consult Distributor
LEVEL: E. Ch., Elem.,Mid.
AUDIENCE: Tea.

OBJECTIVES: Student will be able to: (1) write questions to elicit a child's competency in each of 3 levels of reading comprehension; and (2) evaluate a child's competency in: (a) literal comprehension, (b) interpretive comprehension, and (c) critical thinking.

DESCRIPTION: The module (8 pages) concerns application of knowledge about reading comprehension. Learning activities include: reading from Gans, Common Sense in Teaching Reading; selecting children's stories; developing questions on literal and interpretive comprehension and critical thinking; working with a child using books relative to his interest; building questions that elicit levels of comprehension — literal, interpretive, and critical thinking; reading from Veatch, Reading in the Elementary School; and holding conferences with instructor to evaluate child's comprehension abilities. No materials are included in the module.

EVALUATION: Evaluation for each objective involves demonstration either in writing or in conference that it has been met. Tape recorder is used in determining child's competency in levels of comprehension.

■ WHAT DOES IT NEED TO GROW?

DISTRIBUTOR: U. of Calif. EMC
COST: $320.00
RENTAL: $20.00
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film observes 3 contrasting preschool programs, conducted at the University of California Child Study Center in Berkeley; these programs were part of a preschool demonstration project with children from a wide variety of social classes and ethnic backgrounds. It follows the activities of two teachers, shows pressures that cause a teacher to overlook or overshadow a child's efforts, and shows increases in ability to adapt their program in ways that respect the child's individual ideas and interests. Film provides a takeoff point for discussing many issues in child development, teaching, and educational planning. 16mm/color/29 min.

■ WHAT DO I KNOW ABOUT BENNY?

DISTRIBUTOR: Holt, R, W
COST: $140.00
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Provide realistic stimulus material for discussion of problems of working with parents of slow learners.

DESCRIPTION: Teacher attempts to explain to student's mother why son has done poorly in school by referring to the child's cumulative record — especially his test scores. Mother angrily reacts to teacher by asking if he thinks that her son is dumb. Open-ended film concludes with teacher wondering how to answer the parent. Study guide available. 16mm/color/10 min.

Part of Series: Critical Moments in Teaching.

■ WHAT DO YOU THINK?, David Elkind

DISTRIBUTOR: ACI
COST: $300.00
LEVEL: E. Ch., Elem.
AUDIENCE: All

DESCRIPTION: This David Elkind film demonstrates the three major stages of a child's cognitive development between the ages of 4 and 12. The film, based on Piaget's theory, is set up in three parts providing for discussion between segments. Concepts covered are physical world, moral world, and religious world. Includes study guide. 16mm/color/34 min.

■ WHAT IS READING COMPREHENSION, Jonnie B. Hill, Audrey F. Chung

DISTRIBUTOR: San Diego T.C.
COST: Consult Distributor
LEVEL: E. Ch., Elem., Mid
AUDIENCE: Tea.

OBJECTIVES: (1) List 3 basic levels of reading comprehension; and (2) identify and cite examples of 3 levels of reading comprehension.

DESCRIPTION: This is one of a set of 4 modules on reading comprehension. Learning activities include: (1) reading from Bond, Botel, and Zintz; (2) interviewing a reading specialist; (3) attending 2 seminars for purpose of discussion; (4) viewing a videotaped lesson in which levels of comprehension are demonstrated. No materials are included in the module (7 pages). Special equipment needed is a VTR; interview and seminars must be scheduled. Completion time — 9 hours.

EVALUATION: Both a pre-test and post-test are included. Evaluation includes student demonstration of achievement of objectives.

■ WHAT'S INSIDE OF ME, Reba Wilcoxson

DISTRIBUTOR: DARCEE
COST: Consult Distributor
LEVEL: E. Ch., Elem.
AUDIENCE: Tea.

DESCRIPTION: Filmstrip (55 frames), audiotape, and script give examples of a curriculum unit which is used in the DARCEE program. Material presents information on the body for the purpose of promoting skills in the use of standard English. Unit utilizes small group work, presentations, individual work, and evaluation by participants and teachers.

■ WHAT'S NEW AT SCHOOL?

DISTRIBUTOR: Carousel
COST: $250.00/b&w
$525.00/color
LEVEL: Elem.
AUDIENCE: Tea., Adm.

DESCRIPTION: This film, a CBS News Special, compares the traditional schoolroom with the open classroom situation. The problems of the traditional classroom are shown through an actual situation in New York State. Then, a sixth-grade classroom in Devil's Lake, North Dakota is shown in the process of transforming from the formal structure to the open situation, noting the reactions of students, parents, and teachers. 16mm/color-b&w/45 min.

■ WHEN PARENTS GROW OLD

DISTRIBUTOR: Learning Corp. of America
COST: $250.00
RENTAL: $25.00
LEVEL: College
AUDIENCE: Tea.

OBJECTIVES: To stimulate discussion of the problem of responsibility for aging parents and society's treatment of the elderly.

DESCRIPTION: This film, edited from the motion picture "I Never Sang for My Father," presents: considerations and issues concerning the aged in a youth-oriented society, understanding and accepting the aging process, duty to self versus duty to others, the limits of compassion, and the disappearance of the extended family. The story is the conflict a son feels over the responsibility for his aging father with whom past relations have been strained. The son, about to marry, is faced with the problem of taking care of his father, who is suddenly widowed. He investigates various possible solutions, rejects them, and develops a deep resentment for the way society treats old men considered no longer productive. A study guide with film synopsis, exercises for classroom use, questions for discussion, and suggestions for related information and activity are included in a teacher's manual. 16mm/color/15 min.

Part of Series: Searching for Values: A Film Anthology

■ WHETHER TO TELL THE TRUTH

DISTRIBUTOR: Learning Corp. of America
COST: $250.00
RENTAL: $25.00
LEVEL: College
AUDIENCE: Tea.

OBJECTIVES: To stimulate discussion of an individual's conscience and conflicting loyalties.

DESCRIPTION: This film, edited from the motion picture "On the Waterfront," presents issues of the individual's conscience, the sense of isolation when resisting peer-pressure, self-interest versus community interest, and social conscience. The story is of a dock worker, an ex-prize fighter, who inadvertently becomes involved with the murder of a co-worker. He is pressured and warned by peers, family, and bosses to ignore the incident so that waterfront justice may take its due. Terry's own conscience, prodded by his parish priest, compels him to go to the proper authorities. The consequences of his actions are brutal realities of life on the waterfront. A study guide with film synopsis, exercises for classroom use, discussion questions, and suggestions for related information and activities are included in a teacher's manual. 16mm/color/15 min.

Part of Series: Searching for Values: A Film Anthology.

■ WHO COPS OUT

DISTRIBUTOR: IFB
COST: $150.00
RENTAL: $10.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Describe the confusion and uncertainty of today's adolescents and discuss problems of adolescence.

DESCRIPTION: This film raises the question of the choices faced by today's adolescents involved in the uncertainty and confusion of the teenage years. Focus is on five situations — the unwed mother, the school dropout, the football star, the scholastic achiever, and the drug user. Each person attempts to explain his feelings and the reasons he acts the way he does. Narrator presents the critical alternatives which confront the adolescent in his life and stresses how the teenager must be allowed the freedom of choice. Film is open-ended with little moralizing. 16mm/color/11 min.

■ WHOLE TEST CONSTRUCTION

DISTRIBUTOR: UTEP
COST: $2.00
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: Student constructs achievement test including table of specifications, proper sequencing, directions, and proper organization using subject and grade level of his choice.

DESCRIPTION: In module I:B-5 (26 pages), student has choice of reading from texts by Collins, Green and Wood; attending a lecture; creating his own alternative; or completing supplied narrative. Readings utilized but not supplied.

Narrative (21 pages) describes general concepts of testing, graded and criterion tests, speed vs. power in testing, and suggestions for good test construction (item arrangement, direction-giving, and methods of scoring). Completion time — 25 hours.

EVALUATION: Pre-test and post-test are identical written examinations having student demonstrate test-writing skills named in the objectives. Evaluation by instructor with no criteria for evaluation included.

■ WHY ARE TEAM TEACHING AND NONGRADING IMPORTANT?, John Goodlad and Madeline Hunter

DISTRIBUTOR: Special Purpose
COST: $150.00
RENTAL: $45.00/3 days
LEVEL: Elem., Mid.
AUDIENCE: Tea., Adm.

DESCRIPTION: In film-lecture presentation, John Goodlad discusses theories of team teaching and non-grading. He then explains how these methods can bridge the gap between problems of school organization and individual learning differences. 16mm/b&w/49 min.

Part 3 of Series: **How to Provide Personalized Education in a Public School.**

■ WHY BILLY COULDN'T LEARN

DISTRIBUTOR: CANHC
COST: $250.00
LEVEL: Elem.
AUDIENCE: All

DESCRIPTION: This film illustrates teaching techniques used in the classroom of the educationally-handicapped child. Methods of referral, diagnosis, and placement of a child in an Educationally Handicapped Program are set forth. A dramatic demonstration of the perceptual and motor handicaps of the children is shown and compared to normal reactions and responses in slow motion. A film guide accompanies this production. 16mm/color/35 min.

■ WHY CLASS MEETINGS?, William Glasser

DISTRIBUTOR: Media Five
COST: $225.00/Video-Cassette
$300.00/Film
RENTAL: $35.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: This film gives a detailed explanation of why class meetings are an integral part of a success-oriented school. Glasser discusses the importance of the circle and explains the techniques used in the meeting, including how the leader can remain nonjudgmental and still retain control. Glasser demonstrates how to move the students into a circle and then leads a second grade class meeting which shows how to give students an opportunity to get involved without fear of failure. 16mm/color/28 min.

■ WHY MAN CREATES

DISTRIBUTOR: Pyramid
COST: $300.00
RENTAL: $20.00
LEVEL: High, Adul
AUDIENCE: All

DESCRIPTION: This film explores the importance and difficulty of man's creativity. Partially animated, the film traces the creative process and society's judgment on the creative individual. The creative drive, its relationship to failure, societal reaction to creativity, and the creative individual are presented. A 39-page illustrated booklet accompanies the film. 16mm/color/25 min.

■ WILLIAM GLASSER'S CLASSROOM MEETINGS, Robert Rice

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: Participant defines term "classroom meeting" as used by Glasser, lists and explains 3 types of classroom meetings, evolves 8 characteristics of Glasser's classroom meetings, and applies principles of meetings by holding 5 minutes of meeting with a single class of children.

DESCRIPTION: Module 48 (12 pages), based on Glasser's **Schools Without Failures**, contains activities based on readings from Glasser. Instructions for implementation of meetings are included. Completion time — 5 hours.

EVALUATION: Self-graded pre-test included. Post-test is written evaluation with participant judging statements based on activities in the module.

■ WOMEN'S LIB?, Kirby Upjohn

DISTRIBUTOR: Damon
COST: $8.50
LEVEL: All
AUDIENCE: All

OBJECTIVES: Demonstrate understanding of 6 major issues and related facts concerning women's rights presented through game play in role play and debate.

DESCRIPTION: Game play begins by participants randomly selecting one of seven character roles with a specific set of goals and attitudes. Various issues are then introduced and each player debates and/or bargains for a 10-minute period with other players to secure votes favoring issues held by the character represented. Persuasion Points (accumulation of 35 points wins the game) are awarded corresponding to election results. Occupational hazards and historical precedent items, as well as outside occurrences which may affect debate and voting, are introduced at various intervals in game play as unknown elements. Game materials include character profile booklets, election results tally, individual tally, occupational hazard cards, historical precedent cards, issue cards, character buttons, and rule booklet which consists of guidelines, rules for play, ten issue definitions, persuasion chart, and women's lib scenario.

■ WORD ATTACK SKILLS, Thomasine Taylor

DISTRIBUTOR: Houston T.C.
COST: Consult Distributor
LEVEL: Elem., Mid.
AUDIENCE: Tea.

OBJECTIVES: To provide interns with a basic background knowledge of phonics and the structure of words. It is the ultimate purpose of this module cluster to enable the intern to develop competency in teaching children to attack words independently.

DESCRIPTION: The module cluster (9 pages), REA-002.00 (HOU), consists of 5 modules: (1) *Word Attack Skills: An Overview;* (2) *Phonic Analysis: Knowledge;* (3) *Phonic Analysis: Performance;* (4) *Structural Analysis: Knowledge;* and (5) *Structural Analysis: Performance.* Each of the modules offers several learning alternatives. These include: (1) recommended readings, (2) a programmed workbook, (3) videotapes, (4) lectures and practice sessions, (5) independent study activities, (6) small group work, and (7) intern-designed activities.

EVALUATION: Each module contains pre-assessment and post-assessment procedures. These include: (1) pencil-and-paper tests for knowledge objectives; and (2) the teaching of several lessons in which the intern demonstrates competency relevant to the performance objectives; specified criteria are provided.

■ WORD RECOGNITION IN THE PRIMARY GRADES

DISTRIBUTOR: IRA
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: All

DESCRIPTION: This kit can be used to stimulate participants to interact with each other, interpret concepts in light of their own experiences, and improve the teaching of comprehension skills. Contents of the kit are: 2 booklets — "Program Guidelines" and "Word Recognition in the Primary Grades"; audiotape — "Word Recognition Skills," Henry A. Bamman; 6 slides; **Perspectives in Reading No. 5 — First Grade Reading Pro-**

grams; and leaflets "Suggestions for Using Slides," "Selected References — Journal Articles," "Selected References — Tape Recording and Filmstrips," and "Questionnaire."

WORD RECOGNITION (PHONICS), Ira E. Aaron, Kay Scott, B. Raetsch, and J. M. Peterson

DISTRIBUTOR: Georgia
COST: Consult Distributor
LEVEL: Elem.
AUDIENCE: Tea.

OBJECTIVES: (1) Answer correctly objective questions about phonics and related skills; (2) prepare one exercise for teaching each of the various phonics and related skills; (3) relate in writing agreements and disagreements in phonics skills sequencing in three basal series of readers; and (4) demonstrate teaching in each of the various phonics and related skills.

DESCRIPTION: In completing this module (9 pages), the trainee chooses one of 4 alternate learning routes: in Route A the trainee reads and studies questions on **Teaching Word Recognition Skills**; in Route B the trainee listens to an audiotape and uses listening guide on "Phonics and Related Skills"; in Route C he uses a specific kinescope and accompanying listening guide and then participates in a brief group discussion; in Route D the trainee attends a workshop (1½ to 2 hours) conducted by the instructor who lectures/demonstrates in order to accomplish goals of this module. For each route there are additional required exercises — reading, preparing and teaching an exercise on phonics and related skills, and comparing skills sequencing in basal readers. Included in module are a list of "Pupil Behaviors" and a short bibliography. The trainee is directed to reading materials and tapes outside the module.

EVALUATION: Pre-test exists for module; but no description or sample is included. Post-test (like pre-test) exists and is referred to in module. No description given.

WORKING WITH THE CURRENT BALANCE

DISTRIBUTOR: Holt, R, W
COST: $83.00
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: Demonstrate the uses of the current balance, ways to avoid problems with its usage, and steps to use the information for measuring strength of earth's magnetic field.

DESCRIPTION: In a Project Physics film, a teacher discusses with his students the uses of the current balance, ways to avoid some of the problems associated with its adjustment and use, and the steps needed to convert current balance measurements into a useful result to determine the strength of the earth's magnetic field. 16mm/b&w/19½ min.

WORKING TOGETHER

DISTRIBUTOR: Bank Street Films
COST: $100.00
RENTAL: $10.00
LEVEL: Elem.
AUDIENCE: Tea.

DESCRIPTION: The film shows a morning in an open classroom; children are working together and individually in an open-space setting. The teacher describes her role in establishing the setting and sustaining individual and small group activities. 16mm/b&w/10 min.

WORLDS APART

DISTRIBUTOR: ADL-BB
COST: $50.00
RENTAL: $5.00
LEVEL: E. Ch.
AUDIENCE: Tea.

DESCRIPTION: This film shows the techniques used by the New York University Institute for Developmental Studies in a prekindergarten situation. Methods used by the Institute for developing a sense of self-esteem and teaching concept formation and language efficiency are contrasted with scenes in a traditional classroom. Teaching materials which effectively meet the needs of the disadvantaged child and their educational implications for the learner are also demonstrated and discussed. 16mm/b&w/16 min.

WRITING BEHAVIORAL OBJECTIVES, Tom Hill

DISTRIBUTOR: Video
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

DESCRIPTION: This instructional package is designed to assist in understanding and writing of behavioral objectives. The package defines four characteristics of behavioral objectives and provides exercises which further develop these characteristics through written response. The package is self-paced and contains 13 pages.

EVALUATION: Self-evaluation: responses to written exercises.

WRITING BEHAVIORAL OBJECTIVES, James Monasmith

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Defines behavioral objectives and lists their characteristics; (2) distinguishes between behaviorally and non-behaviorally stated objectives; (3) identifies action verbs useful in constructing behavioral objectives; (4) writes objectives for various levels of Bloom's taxonomy; (5) using own subject matter field, selects objectives illustrating convergent, divergent, and evaluative thinking; and (6) prepares individualized learning package for teacher trainee utilizing behavioral objectives in either a 6-, 4-, or 3-category taxonomy.

DESCRIPTION: Module #49 (16 pages) supplies: readings for aiding in definition, Vimcet filmstrip on objectives, exercise in identifying action verbs for usage in objectives, reading based on Bloom's taxonomy with accompanying exercise, and instructions for developing learning package for use by teacher trainees in developing behavioral objectives. Completion time—15 hours.

EVALUATION: No pre-test or post-test included. Self-scored tests are included in several activities. Evaluative criteria for assessing performances not included.

WRITING CLASSROOM TESTS, Catherine Candor

DISTRIBUTOR: WWSC
COST: Consult Distributor
LEVEL: All
AUDIENCE: Tea.

OBJECTIVES: (1) Identifies pre-planning steps in test construction; (2) applies method of item classification (two-way grid); (3) develops and evaluates test items; and (4) applies the statistics of item analysis to test results.

DESCRIPTION: Module 50 (22 pages) contains brief narratives which identify steps in test construction, describe two-way grid and its construction, supply method of coding test items including programmed exercise for self-testing, describe merits of various types of test items, and outline item analysis statistics giving examples for practice. Completion time — 5 hours.

EVALUATION: No pre-test or post-test. Self-scored quizzes are included with several of the exercises.

WRITING AND USING LESSON PLANS IN SOCIAL STUDIES INSTRUCTION

DISTRIBUTOR: West Texas
COST: Consult Distributor
LEVEL: High
AUDIENCE: Tea.

OBJECTIVES: (1) Demonstrate understanding of lesson development, secondary social studies curriculum, course planning, resource units, and teaching units; and (2) demonstrate ability to utilize daily lesson plan.

DESCRIPTION: I-Pac #62 (16 pages) provides information on lesson and unit planning through completion of recom-

mended readings (not included in pac) and accompanying study guides. The student then confers with faculty advisor for scheduling a teaching lesson and approving unit development. Third, the student writes a resource and/or a teaching unit, a daily lesson plan, a student study sheet, and again confers with advisor on above activities. The final activity is student teaching of lesson plan.

EVALUATION: Written examination and conference with faculty advisor on written activities and lesson presentation.

■ WRITING INSTRUCTIONAL OBJECTIVES, Pat Mattingly

DISTRIBUTOR: Austin College
LEVEL: All
COST: Consult Distributor
AUDIENCE: Tea.

OBJECTIVES: Participant is able to: (1) differentiate between broad teacher purposes and instructional objectives stated in terms of the expected learner behavior; (2) differentiate between cognitive, psychomotor, and affective instructional objectives; (3) write cognitive, psychomotor, and affective instructional objectives; (4) write objectives which represent each level of cognition; and (5) explain in writing the use of behavioral objectives in planning instruction.

DESCRIPTION: Module (9 pages) contains worksheet for student behaviors, written material on criteria for behavioral objectives, definition of the three domains, and definition of the levels of cognition. Completion time — 3 hours.

EVALUATION: Pre-test is self-graded written examination. Post-test contains written material which is self-graded and performance of writing objectives to be evaluated by instructor.

■ WRITING TESTS WHICH MEASURE OBJECTIVES

DISTRIBUTOR: Vimcet
LEVEL: All
COST: $17.00
AUDIENCE: Tea.

DESCRIPTION: This filmstrip-tape #29 describes the use of the "item form" approach to writing tests. Practice is given in transforming objectives into this format and producing items which match objectives.

Y

YOU AND YOUR CLASSROOM

DISTRIBUTOR: BFA
LEVEL: Elem
COST: $120.00
AUDIENCE: Tea.

OBJECTIVES: Stimulate objective discussion on the common behavior problems in elementary classrooms.

DESCRIPTION: Film enacts 14 problem scenes in an actual classroom with no suggested solutions. After each episode film instructs viewer to stop the film and discuss problem. 16mm/color/10 min.

■ YOUR CHILD AND DISCIPLINE

DISTRIBUTOR: NEA
LEVEL: Elem.
COST: $7.00
AUDIENCE: Tea., Parents

DESCRIPTION: This filmstrip suggests ways parents can understand the real meaning of a child's actions and deal with them effectively. A child psychiatrist emphasizes that children learn best from the natural consequences of their actions, that parents should be firm but not dictatorial, and that parental actions speak louder than words. A script, presentation guide, and booklet accompany the filmstrip (20 min., with synchronized recording). This can be used well in teacher-staff development, as well as with parent-teacher discussion groups.

■ YOUR SCHOOL AND COMMUNITY RELATIONS, Albert L. Ayers and Henry Clay Gipson

DISTRIBUTOR: eye gate
LEVEL: Community
COST: $11.00
AUDIENCE: All

DESCRIPTION: Color filmstrip and cassette, "Teach-A-Tape," are designed to foster understanding and stimulate action necessary to meet present and future school/community problems.

Distributors

A

Abt	Abt Associates 55 Wheeler St. Cambridge, Mass. 02136
ACI	ACI Film, Inc. 35 W. 45th St. New York, N.Y. 10036
ADL-BB	Anti-Defamation League; B'nai B'rith 315 Lexington Ave. New York, N.Y. 10002 (or nearest regional)
AIM	Association Instructional Materials 866 Third Ave. New York, N.Y. 10022
AIMS	AIMS Instructional Media Services, Inc. Box 1010 Hollywood, Calif. 90028
Albany T.C.	State University of New York at Albany Teacher Corps Program College of Education Albany, N.Y.
Allyn-Bacon	Allyn-Bacon, College Division 470 Atlantic Ave. Boston, Mass. 02111
Amer. Ed. Pub.	American Education Publications Education Center Columbus, Ohio 43216
Amidon	Paul L. Amidon & Associates, Inc. 5408 Chicago Ave., S. Minneapolis, Minn. 55417
APT	Association for Productive Teaching 5408 Chicago Ave., S. Minneapolis, Minn. 55417
Ann Arbor	Ann Arbor Publishers 611 Church Street Ann Arbor, Michigan 48103
Assoc. F.	Association Films, Inc. 600 Madison Ave. New York, N.Y. 10022
Assoc. Sterling	Association Sterling Films 866 Third Ave. New York, N.Y. 10022
Austin College	Austin College School of Education Sherman, Texas 75090

B

Banks Street Films	Bank Street Films 267 W. 25th St. New York, N.Y. 10001
Bel-Mort Films	Bel-Mort Films 619 Cascade Bldg. 520 S.W. 6th Ave. Portland, Oregon 97204
BFA	BFA Educational Media 2211 Michigan Ave. Santa Monica, Calif. 90404
Bradley Wright	Bradley-Wright Films 309 N. Duane Ave. San Gabriel, Calif. 91775
Buchnell University	Buchnell University Department of Education Lewisburg, Penn. 17837
Buffalo T.C.	State University College at Buffalo Teacher Corps Program Buffalo, N.Y. 14222
BYU-HS	Brigham Young University Department of Home Study Provo, Utah 84601
BYU-ISTEP	Brigham Young University I-STEP Provo, Utah 84601

C

Cal. ASSA	California Association of Secondary School Administrators 1550 Rollins Road Burlingame, Calif. 94010
Campus Film	Campus Film Distributors 20 E. 46th St. New York, N.Y. 10017
CANHC	CANHC Movie Distributors 309 N. Duane San Gabriel, Calif. 91775
Carmac	Carmac Productions 1605 Commanche Trail Garland, Texas 75040
Carousel	Carousel Films Suite 1503 1501 Broadway New York, N.Y. 10036
CASEA	Center for Advanced Study of Educational Administration 1472 Kincaid Eugene, Oregon 97401
CEDS	Commercial Educational Distributing Services, Inc. Box 5711 Portland, Oregon 97208
Counsel	Counsel, Inc. 10646 St. Charles Park Rd. St. Ann, Michigan 63074

Center Study Teaching	Center for Study of Teaching 117 Bacon Hill 1300 Elmwood Buffalo, N.Y. 14222
Centron	Centron Educational Films 1621 W. 9th St. Lawrence, Kansas 66044
Churchill	Churchill Films 662 North Robertson Blvd. Los Angeles, Calif. 90069
CERL	Cooperative Educational Research Laboratory, Inc. Northfield, Ill. 60893
Columbia	Center for Mass Communication Columbia University Press 136 S. Broadway Irvington, N.Y. 10533
Copy Print	Copy-Print Centers 1208 S.W. Jefferson St. Portland, Oregon 97201
Coronet	Coronet Films 65 E. South Water St. Chicago, Ill. 60601
Corrigan	Corrigan Associates Box 5089 Anaheim, Calif. 92804
CPLB	Center for Programmed Learning in Business Bureau of Industrial Relations Graduate School of Business Administration University of Michigan Ann Arbor, Michigan
Curr. & T. Ass.	Curriculum & Teaching Associates P. O. Box 9812 Austin, Texas 78757
Curr. Imp. C.	Curricula Improvement Center 1300 Cooper Street Punta Gorda, Florida 33950

D

Damon	Damon Educational Division 80 Wilson Way Westwood, Mass. 02090
Davidson	Davidson Films 1757 Union St. San Francisco, Calif. 94123
DARCEE	Demonstration & Research Center for Early Education George Peabody College for Teachers Nashville, Tenn. 37203
Doane College	Doane College Dept. of Education Crete, Neb. 68333

E

EBE	Encyclopedia Britannica, Education Corp. 425 N. Michigan Ave. Chicago, Ill. 60611
ECP	Early Childhood Production Co. P. O. Box 352 Chatsworth, Calif. 91131
Ed. C.	Educational Coordinates 432 S. Pastoria Sunnyvale, Calif. 94086
Ed. Development Center	Educational Development Center 15 Mifflin Place Cambridge, Mass. 02138
Ed. Systems	Educational Systems Development Box 457 Royal Oak, Michigan 48066
E.F.L.	Educational Facilities Laboratories 477 Madison Ave. New York, N.Y.
eye gate	eye gate Productions, Inc. 146-A Archer Ave. Jamaica, N.Y. 11435

F

Far West Lab.	Far West Laboratory for Educational Research & Development 1 Garden Circle, Hotel Claremont Berkeley, Calif. 94705
Films Inc.	Films Incorporated 1144 Wilmette Ave. Wilmette, Ill. 60091
Florida State	Florida State University College of Education Curriculum & Integrative Studies Tallahassee, Florida 32301

G

Games Res.	Games Research Inc. 48 Wareham St. Boston, Mass. 02118
General Behavioral Systems	General Behavioral Systems, Inc. 3812 Sepulveda Bldg. Torrance, Calif. 90505
General Learning	General Learning Corporation 2139 Wisconsin Ave., N.W. Washington, D.C. 20007

Georgia	College of Education University of Georgia Athens, Georgia 30601
GPT	General Programmed Teaching Quail Hill, San Rafael, Calif. 94903
Grambling T.C.	Grambling-Ouachita Teacher Corp Program Grambling College Grambling, La. 71245
Guidance Lab. Videotape	Guidance Laboratory Videotape Library c/o Campus Film Distributors Corp. 20 E. 46th St. New York, N.Y. 10017

H

Hartford T.C.	University of Hartford TeacherCorps Program College of Education 200 Bloomington Ave. West Hartford, Conn. 06117
Harvard Med. Sch.	HarvardMedical School Mental Health Training Film Program 33 Fenwood Rd. Boston,Mass. 02115
Holt, R.W	Holt, Rinehart & Winston, Inc. 383 Maison Ave. New York, N.Y. 10017
Houston	Houston Teacher Center University of Houston Houston, Texas 77004
Houston T.C.	University of Houston TeacherCorp Program Collegeof Education Houston, Texas 77004

I

Idaho T.C.	Idaho State University Teacher Corp Idaho State University Pocatello, Idaho 83201
I/D/E/A	Institue for Development of Educational Activities P. O. Box 628 Far Hills Branch Dayton, Ohio
IFB	International Film Bureau 332 S.Michigan Ave. Chicago, Ill. 60604
ILS	Individual Learning Systems, Inc. P. O. Box 3388 San Rafael, Calif. 94902
Indiana	Indiana University AV Center Indiana University Bloomington, Ind. 47401
Indiana Sch. of Ed.	Indiana University School of Education Bloomington, Ind. 47401
Inst. Sim.	Instructional Simulations, Inc. 2147 University Ave. St. Paul, Minn. 55114
Iowa	University of Iowa Audio-Visual Center Media Library Iowa City, Iowa 52240
IRA	International Reading Association 6 Tyre Ave. Neward, Del. 19711
ISU	Illinois State University Micro-Teaching Clinic Committee Metcalfe Laboratory School Normal, Ill. 61761
IUPUI-T.C.	Indiana University — Purdue University Teacher Corps Program 902 N. Meridian Indianapolis, Ind.

K

Kansas State T.C.	Kansas State Teachers College Teacher Corp Program College of Education Emporia, Kansas 66801

L

Learning Corp. of America	Learning Corporation of America 711 Fifth Ave. New York, N.Y. 10022
Leslie	Leslie Press Corporation 111 Leslie St. Dallas, Texas 75207
Listener	Listener Corporation 6777 Hollywood Blvd. Hollywood, Calif. 90028

M

Macmillan	Macmillan Educational Services, Inc. 866 Third Ave. New York, N.Y. 10022
McGraw-Hill	McGraw-Hill, Inc. Text-Film Division 330 West 42nd Street New York, N.Y. 10036

MCREL	Mid-Continent Regional Educational Laboratory 104 E. Independence Ave. Kansas City, Missouri 64106
Media Five	Media Five Film Distributors 1011 North Cole Ave. Hollywood, California 90038
Met. Life	Metropolitan Life Insurance Company Health & Welfare Division One Madison Ave. New York, N.Y. 10010
Missouri-St. Louis	University of Missouri — St. Louis St. Louis, Missouri
MSU-Book Store	Michigan State University Book Store East Lansing, Michigan 48823
MSU-Col. of Ed.	Michigan State University College of Education East Lansing, Michigan 48823
MSU-IMC	Michigan State University Instructional Media Center East Lansing, Michigan 48823
MSU-ITS	Michigan State University Instructional Television Service Erickson Hall East Lansing, Michigan 48823
MSU-Spec. Ed.	Michigan State University Special Education Materials Instructional Center College of Education East Lansing, Michigan 48823

N

NAMH	National Association for Mental Health 267 W. 25th St. New York, N.Y.
NASSP	National Association of Secondary School Principals 1201 16th St., N.W. Washington, D.C. 20036
N.B.C.	N.B.C. Educational Enterprises 30 Rockefeller Plaza New York, N.Y. 10020
NCTE	National Council of Teachers of English 1111 Kenyon Rd. Urbana, Ill. 61801
NEA	National Education Association 1201 16th St. N.W. Washington, D.C. 20036
NEA-ACT	Association of Classroom Teachers 1201 16th St. N.W. Washington, D.C. 20036
NEA-IPD	Division of Instruction & Professional Development National Education Association 1201 16th St. N.W. Washington, D.C. 20036
NEA-MCTEPS	National Commission on Teacher Education & Professional Standards 1201 16th St. N.W. Washington, D.C. 20036
NEA-NSPRA	National School Public Relations Association 1201 16th St. N.W. Washington, D.C. 20036
NEA-PI	Project on Instruction National Education Association 1206 16th St. N.W. Washington, D.C. 20036
NEA-Pub.-Sales	Publications — Sales National Education Association 1201 16th St. N.W. Washington, D.C. 20036
Nebraska	University of Nebraska 118 Henzlik Hall Lincoln, Neb. 68508
NET	NET Film Service Indiana University — AV Center Bloomington, Ind. 47401
NETCHE	NETCHE Library P. O. Box 83111 Lincoln, Neb. 68501
NIU	Northern Illinois University Audio Visual Center DeKalb, Ill. 60115
NRE-Lab	Northwest Regional Educational Laboratory Com. — Ed. — Distribution Services, Inc. P. O. Box 3711 Portland, Oregon 97208
NUSTEP	NUSTEP Program University of Nebraska 118 Henzlik Hall Lincoln, Neb. 68508
NY Times	New York Times, Book & Educational Division 229 W. 43 D St. New York, N.Y. 10036

O

Oklahoma	Oklahoma Consortium for Urban Teacher Education College of Education University of Oklahoma Norman, Okla. 73069

OSU	Ohio State University Department of Photography & Cinema Haskett Hall 159 W. 19th Ave. Columbus, Ohio 43210
OSU-Col. of Ed.	Ohio State University College of Education 1945 N. High Street Columbus, Ohio 43210

P

Panhandle	Panhandle Area Educational Cooperative P. O. Drawer 190 Chipley, Fla. 32428
Penn. State	Pennsylvania State University Audio-Visual Services University Park, Penn. 16802
Perennial	Perennial Education, Inc. 1825 Willow Rd. Northfield, Ill. 60093
Prentice-Hall	Prentice-Hall Englewood Cliffs, N.J. 06732
Pyramid	Pyramid Films Box 1048 Santa Monica, Calif. 90406

R

R&D–Pittsburg	Learning Research & Development University of Pittsburg Pittsburg, Penn.
R&D–Tex	Research & Development for Teacher Education Education Annex 3.214 University of Texas Austin, Texas 78712
R&D–Wisc.	Wisconsin Research & Development Center for Cognitive Learning 1025 W. Johnson St. Madison, Wis. 53706
R for BS	Research for Better Schools, Inc. 1700 Market Street, Suite 1700 Philadelphia, Penn. 19103

S

San Diego T.C.	San Diego State College Teacher Corp San Diego, Calif.
San Fernando Valley	San Fernando Valley State College Northridge, Calif. 91324
SCE Lab.	Southwestern Cooperative Educational Laboratory, Inc. 1404 San Mateo, S.E. Albuquerque, N.M. 87108
Scott	Scott Education Division 104 Lower Westfield Rd. Holyoke, Mass. 01040
SED Lab.	Southwest Educational Development Laboratory 800 Brazos Street Austin, Texas 78701
Simile II	Simile II 1150 Silverado P. O. Box 1023 La Jolla, Calif. 92037
SMSC	Southwest Minnesota State College Marshall, Minn. 56258
Soundings	Soundings 2150 Concord Blvd. Concord, Calif. 94520
Southern Illinois	Southern Illinois University Edwardsville, Ill. 62025
Special Purpose	Special Purpose Films 28740 Latigo Shore Dr. Malibu, Calif. 90265
S.R.A.	Science Research Associates College Division 1540 Page Mill Road Palo Alto, Calif. 94304
SRMCD	Southern Regional Media Center for the Deaf 1814 Lake Ave. University of Tennessee Knoxville, Tenn. 37916
St. Mary's	St. Mary's College Press Winona, Minn. 55987
Stevens Point T.C.	Stevens Point Teacher Corps University of Wisconsin – Stevens Point Stevens Point, Wis. 54481
Stuart Finley	Stuart Finley Incorporation 3428 Mansfield Rd. Falls Church, Va. 22041
Syracuse	Syracuse University School of Education 150 Marshall St. Syracuse, N.Y. 13210

T

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Technicon	Technicon Education Systems 590 Middlefield Rd. Mountain View, Calif. 94040

TEA	Texas Education Agency – English Section 201 E. 11th St. Austin, Texas 78701
Tea. Corps Assoc.	Teacher Corps Association Carl A. Grant 734 University Ave. Madison, Wis. 53706
Teaching Resources	Teaching Resources Corporation 100 Boylston St. Boston, Mass. 02116
Tiemann Assoc.	Tiemann Associates 505 N. Lake Shore Drive Chicago, Ill. 60611
TIP	TIP Publications P. O. Box 514 El Segundo, Calif. 90245
Toledo	College of Education University of Toledo Toledo, Ohio 43606
TRD of Oregon	Teaching Research Division Oregon State System of Higher Education Monmouth, Oregon 97361

U

U of Calif EMC	University of California Extension Media Center Berkeley, Calif. 94720
U of Pacific T.C.	University of Pacific Teacher Corps Stockton, Calif. 95204
U of S. Cal-IMC	University of Southern California Instructional Materials Center 1031 S. Broadway, Suite 623 Los Angeles, Calif. 90015
U of S. Cal-T.C.	University of Southern California Teacher Corp Center for Research Phillips Hall of Education Los Angeles, Calif. 90007
U of Wis.-Stout	University of Wisconsin, Stout Menomonie, Wis. 54751
UICC	University of Illinois at Chicago Circle Film Availability Center 311 Douglas Hall Box 4348 Chicago, Ill. 60680
Univ. Ed. Visual Arts	Universal Education & Visual Arts 221 Park Ave. So. New York, N.Y. 10003
Univ. of Colo.	University of Colorado Protocol Materials Project 970 Aurora Boulder, Colo. 80302
UTEP	UTEP Teacher Education Program University of Texas at El Paso El Paso, Texas

V

Video	Video Inservice Program P. O. Box 10 Milford, Neb. 68405
Vimcet	Vimcet Associates Box 24717 Los Angeles, Calif. 90024

W

Washington State	Washington State University Pullman, Wash. 99163
West Texas	West Texas State University College of Education Canyon, Texas 79015
Western Pub.	Western Publishing Company, Inc. 150 Parish Drive Wayne, N.J. 07470
Westinghouse	Westinghouse Learning Press College Development Department P. O. Box 10680 Palo Alto, Calif. 94304
Wichita State	Wichita State University College of Education Wichita, Kansas
WILKIT	WILKIT Educators Trust Weber State College Ogden, Utah 84403
WWSC	Western Washington State College Bellingham, Wash. 98225

X

Xicon	Xicon, Inc. Sterling Forest Tuxedo, N.Y. 10987